DOCUMENT RESUME

ED 155 386 08 CE 016 778

AUTHOR	Lowe, Phyllis; And Others
TITLE	Occupational Home Economics Education Series. Window Treatment Services. Competency Based Teaching Module.
INSTITUTION	Purdue Univ., Lafayette, Ind.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	77
CONTRACT	OEC-0-74-9140
NOTE	159p.; For related documents see CE 016 753 and CE 016 775-782
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 017-080-01769-5)
EDRS PRICE	MF-$0.83 HC-$8.69 Plus Postage.
DESCRIPTORS	Adult Education; Behavioral Objectives; Cognitive Tests; Curriculum Guides; Design; Handicapped Students; Home Economics Skills; *Home Furnishings; Job Skills; *Occupational Home Economics; Performance Based Education; Performance Tests; Senior High Schools; Sewing Instruction; Slow Learners; Teaching Techniques; Windows

ABSTRACT

This module, one of ten competency based modules developed for vocational home economics teachers, is based on a job cluster in window treatment services. It can be used for various types of learners such as the handicapped, slowlearners, high school students, and adults including senior citizens. Focusing on the specific job title of window treatment services aide/assistant or window covering specialist, six competencies are listed with corresponding student behavioral objectives, teaching strategies, and teaching resources (books, businesses, etc.). An assessment section contains pre- and posttests and a performance instrument with answer keys. Provided in the appendix are sixty-two learner information sheets (fact sheets, work sheets,) and eight teacher information sheets (answer sheets to student activity guide) referenced to specific teaching strategies. A separate resource section lists books, pamphlets, curriculum materials, films, and lists. Introductory material includes background on the development and field testing of the module, a rationale and job description for the occupational area, and directions for teacher use. (It is suggested that the module, Securing Employment in Home Economics Occupations, CE 016 775, be used in conjunction with or prior to the use of this module.) (JH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED155386

OCCUPATIONAL HOME ECONOMICS EDUCATION SERIES

WINDOW TREATMENT SERVICES

Competency Based Teaching Module

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

CE 016 778

HOME FURNISHINGS, EQUIPMENT, AND SERVICES
OE Instructional Code 09.0204

Stock No. 017-080-01769-5

For sale by the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

DISCRIMINATION PROHIBITED - Title VI of the Civil Rights Act of 1964 states: "No person in the United States, shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance." Therefore, the Vocational Education program, like all other programs or activities receiving financial assistance from the Department of Health, Education, and Welfare, must be operated in compliance with this law.

The project presented or reported herein was performed pursuant to a contract from the United States Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the United States Office of Education, and no official endorsement by the United States Office of Education should be inferred.

Developed pursuant to Contract #OEC-0-74-9140
by the American Home Economics Association
Washington, D. C.
Subcontractor: Purdue University
West Lafayette, Indiana
Funded by the United States Office of Education under
Part I, Curriculum Development in Vocational and Technical
Education, Vocational Education Amendments of 1968,
Public Law 90-576
1977

This document is part of the Occupational Home Economics Education Series. The competency-based series are in module format and each contains assessment instruments, concepts strategies, resources, and student reference sheets for each of the following occupational titles:

CARE AND INDEPENDENT LIVING SERVICES FOR AGING
CATERING SERVICES
CLOTHING ALTERATIONS
CONSUMER SERVICES
FABRICS AND TEXTILES MERCHANDISING
FAST FOOD SERVICES
FURNISHINGS AND HOUSING MAINTENANCE SERVICES
HOUSING MANAGEMENT SERVICES
SECURING EMPLOYMENT
WINDOW TREATMENT SERVICES

For sale by the Superintendent of Documents,
United States Government Printing Office,
Washington, D. C. 20402
Stock No. ______________________

FOREWORD

The focal point of home economics occupations is jobs which relate to the home and family. Technical skills and abilities to manage multiple resources are then transferable to related occupations in business, industry, institutions and governmental agencies. This series of modules provides training to develop the competencies and skills for delivery of services needed by society.

Each module focuses on the development of learners for paid employment through a sequence of pre-assessment, objectives, competencies, suggested teaching strategies which utilize multi-sensory experiences, resources, and post-assessment. Each module addresses cognitive, affective and psychomotor learning pertinent to specific job performance.

The uniqueness of these teaching/learning materials is in the creativity in the resources utilized, learning strategies employed, and the emphasis on job skills. The competencies and skills learned in these modules may be used in home, business, industrial, institutional, and agency settings. Each module is developed in a lattice context; the worker can move horizontally to other jobs requiring comparable skills, or vertically within the same job area by acquiring additional competencies. Each module emphasizes decision-making in order to facilitate either horizontal or vertical job progression.

It is hoped that these Occupational Home Economics Education Series modules will substantially contribute to the development of workers for paid employment and will enhance the multiple roles of all workers — family, job, citizen.

Kinsey B. Green
Project Director
American Home Economics Association

ACKNOWLEDGMENTS

These competency-based teaching modules have been developed through the cooperative efforts of many people. We wish to express our appreciation to those individuals involved with this project.

We are especially grateful to Miss Bertha King, United States Office of Education monitor for the project, for her guidance and support. We also wish to thank Mr. William Berndt of the United States Office of Education for his assistance.

We acknowledge with thanks the contributions made by Dr. Elizabeth Simpson and Dr. Doris Hanson during the conception stages of this project. Their continued interest and support throughout the project is appreciated.

The cooperation and support of all the State Supervisors who assisted in obtaining curriculum materials and in the selection of field test sites is greatly appreciated. We are especially grateful to the 75 teachers and their learners who participated in the field test.

We also wish to thank the membership of the American Home Economics Association for their support and many contributions.

The following is a list of the consultant team leaders who developed the modules. We acknowledge their indispensable contributions with thanks.

Child Development, Family Relations, and Homemaker/Home-Health Occupations

Virginia Polytechnic & State University
Victoria Fu, Team Leader (Phase I)
Louise Bates
Howard Protinski

Texas Woman's University
Vera Taylor, Team Leader (Phase II)
Candy Blair
Nan Davis
Ralph Leach
Gwen Morrison
Dolly Thiem
Carol Wheeler-Liston

Clothing and Textiles Occupations

Iowa State University
Irene Beavers, Team Leader
Barbara Baker
Kathleen Beery
Ruth Martin
Sylvia Wallace

Foods and Nutrition Occupations

East Carolina University
Vila M. Rosenfeld, Team Leader
Laveitta Brinson
Peggy Elliott
Lilla Holsey
Tula Satterfield
Kerry Jones Smith

Equipment, Family Housing, and Home Furnishings Occupations

Southern Illinois University
Rose Mary Carter, Team Leader
Ernest Bryant
Margie Doolen
Janice LaBude
Connie Moore
Debbie Purcell
Debbie Snider
Janice Moon

Pre-employability Orientation to Home Economics

North Dakota State University
Patricia Murphy, Team Leader
Francine Hultgren
Carol Johnson
Cecile Olson
Jane Plihal
Iva Thielges

Home Management and Family Economics Occupations

University of California at Davis
Janice Hamrin, Team Leader (Phase I)
Barbara Adams
Joyce McAvoy

California State University, Fresno
Gwen Cooke, Team Leader (Phase II)
Ann Bauer
Jan Movey

Principal Investigator

Purdue University
Phyllis Lowe, Principal Investigator
Marilyn Ambrose
Leslie Arner
Deborah Belter
Helen Cavanaugh
Susan McCarty

The following people comprised our Advisory Committee. We are grateful to each of them for their generous giving of time, support, and counsel.

Lewis M. Abernathy
Director
Manpower and Industrial Relations Institute
North Texas State University

Grace Chapin
Assistant Director
Homemaker Home-Health Aide Service of National Capital Area

Amanda Cummings
Assistant State Supervisor
Home Economics Education
Georgia State Department of Education

Richard J. Gaven
Director of Education
National Restaurant Association

Elizabeth Koontz
Department of Human Resources
North Carolina State Department

Richard Landmark
Executive Vice President
Council of Hotel, Restaurant and Institutional Education

Carmen R. Maymi
Director, Women's Bureau
U.S. Department of Labor

Elizabeth Nelson
Homemaker Field Counselor
Homemaker Home-Health Aide Service of Capital Area

Gen Olson
Director
Secondary Vocational Education
Anoka, Minnesota

Minerva Ritchie
Brownsville I.S.D.
Brownsville, Texas

Irene B. Rose
Child Care/Development Project Co-Director
Atlanta Area Technical School

Thompson W. Simpson
President (deceased)
Asheville-Buncombe Technical Institute

Isabel Streidl
Retired, Women's Bureau
U.S. Department of Labor

The assistance of personnel working with each team is deeply appreciated.

The field test teachers who contributed much to the development of the module included:

MS. JAN HARRIS
PENTA COUNTY VOCATIONAL SCHOOL
PERRYSBURG, OHIO

DR. MARY JO OLDHAM
SOUTHEASTERN ILLINOIS COLLEGE
HARRISBURG, ILLINOIS

The review team members and advisory groups who aided in quality maintenance included:

MR. PAUL LOUGEAY
DR. ANNA CAROL FULTS
MRS. VESTA MORGAN
MS. ROSETTA METCALF
MRS. VERNA REYNOLDS
DR. MARY ANN KELLERMAN
MRS. JANICE LABUDA
MRS. MARGIE DOOLEN
MRS. MARGARET HERRMAN
MRS. ELAINE SMITH
MRS. MARY ELLEN EDMONDSON
MRS. NANCY ALDRIDGE
MS. MARTA FRANK
MRS. DEBRA GILBERT
MRS. MARCIA ALLEN
MRS. CONNIE ARMSTRONG
MS. DELORES BIESIEGEL
MS. JUDY KLAUCK
MR. EUGENE KREBS
MRS. EDITH DUEWER

TABLE OF CONTENTS

Page

FOREWORD iii

ACKNOWLEDGMENTS iv

INTRODUCTION 1

Background. 1

Overview of Home Economics Education Occupations. 2
Areas needing development. 2
Ladders and lattices. 3
Occupational clustering concept. 4
Interrelationships and intersections of ladders. 5

Evaluation of Materials. 8
Field test design. 9
Summary of technical report. 10

RATIONALE. 15

JOB DESCRIPTION. 16

LADDER. 17

DIRECTIONS TO THE TEACHER. 18

Definitions of Module Components. 18

How to Use. 18

Assessment. 19

LIST OF COMPETENCIES 20

ASSESSMENT INSTRUMENTS 21

Directions for Pre/Post Assessment Instrument 21

Key for Pre Assessment Instrument 22

Pre Assessment Instrument 23

Key for Post Assessment Instrument. 39

Post Assessment Instrument. 41

Directions and Criteria for Scoring of Performance Instrument . . 57

Performance Instrument 63

COMPETENCIES, OBJECTIVES, SUGGESTED STRATEGIES, REFERENCES AND RESOURCES . . . 65

REFERENCES . . . 97

Books . . . 97

Pamphlets . . . 98

Curriculum Materials. . . . 97

RESOURCES. . . . 99

Films . . . 99

Kits. . . . 99

APPENDIX A: LEARNER INFORMATION SHEETS

Terminology . . . A-1
Window Evaluation Sheet . . . A-3
How to Make Your Windows Beautiful Film Guide . . . A-5
Anacrostic Guidelines . . . A-6
Vocabulary for Drapery Making . . . A-8
Password Directions . . . A-13
How to Select Window Treatments Film Guide. . . . A-14
Guidelines for Selecting Fabrics. . . . A-16
Exploring Window Treatments . . . A-17
Factors to Consider in Determining Window Coverings . . . A-29
Fabric Estimation Problem . . . A-30
Window Survey Sheet . . . A-32
The Sewing Machine. . . . A-33
Equipment Selection Discussion Guide. . . . A-34
Equipamid . . . A-36
Drapery Shop Drama. . . . A-37
Procedures in Measuring a Window. . . . A-38
Anacrostic Guideline Study Questions. . . . A-39
Anacrostic Guidelines . . . A-40
Measuring Windows Accurately. . . . A-41
Identifying Fiber and Yarn Characteristics. . . . A-42
Natural Fiber Characteristics . . . A-44
Synthetic Fibers Characteristics. . . . A-45
Evaluation Sheet for Lining in Draperies. . . . A-47
Stitches Used in Drapery Construction . . . A-48
Field Trip Discussion Guide . . . A-50
Meeting Customer's Needs. . . . A-52
Floor Plan Placement. . . . A-55
Floor Plan Assessment . . . A-56
Cornices and Swags: Construction Factors . . . A-57
Evaluation Sheet for Cornices and Swags . . . A-58
Principles of Salesmanship. . . . A-59
What to Say or Not to Say . . . A-61
Employee-Customer Relationships . . . A-62

APPENDIX B: TEACHER INFORMATION SHEETS

Problems of Window Treatments. B-1
Anacrostic Guidelines: #2 Answer Sheet. B-2
Guide to Discussion for Window Treatment Analysis. B-3
Computation Answer Sheet for Fabric Estimation Problem B-4
Equipamid. B-6
Safety Procedures. B-7
Anacrostic Guideline Answer Sheet (Puzzle) B-8

This module was developed to be used in conjunction with the module, Securing Employment in Home Economics Occupations.

INTRODUCTION

Background

An urgent need exists for trained workers in the human services industry at all levels. Failure to recognize that definite skills are needed whether home-related tasks are performed inside or outside the home has relegated many of these services to dead-end jobs. Consequently, jobs of this nature are not sought but rather are accepted only by those lacking the education or training for more prestigious positions.

Society ends up the loser from this state of affairs because persons enjoying a high standard of living are unable to procure satisfactory home-related services, and persons with no alternative but to accept low-paying service jobs find few satisfaction in the work. These persons often though employed full-time, are unable to support themselves sufficiently to avoid welfare status.

The American Home Economics Association, recognizing both the needs of the individuals employed in home-related service jobs and those of society, sought funds to develop a system for training and providing upward mobility opportunities for workers in the human service occupations.

In June of 1974 the United States Office of Education, Bureau of Occupational and Adult Education, awarded the American Home Economics Association a 30-month contract to develop and field test non-graded, competency-based teaching modules in the areas of occupational home economics. Prior to this juncture in time, occupational curriculum development in home economics had primarily consisted of scattered and individualized efforts.

The contract for the project divided the work into two phases. Phase I of the project involved a state-of-the-art study which was the development of a computer-generated annotated bibliography of curricula currently available in occupational home economics. A study was also completed concerning the bases used for making curriculum decisions by home economics teachers, state and local supervisors, home economics teacher educators, and state directors of vocational education. Phase II involved the development, field testing, and revision of non-graded, competency-based teaching modules to meet the identified curricular needs which in turn help meet societal need.

Overview of Home Economics Occupations

Ten modules were developed by this project. They build upon an earlier AHEA project in which home economics career ladders and lattices were identified and developed, findings from Phase I of the project which identified areas of curricular need, and the bases for making curriculum decisions. The modules further encompass a clustering concept to enable the learner to be prepared with a group of skills that are common to several jobs rather than preparation for a single job.

Areas Needing Development

From an examination and analysis of the annotated bibliography developed during Phase I, areas of curricula needing development in the various occupational areas were identified for competency-based teaching module development. The titles were chosen in relation to newly emerging occupations as well as those described in home economics career ladders and lattices. The modules developed by this project are:

Care and Independent Living Services for the Aging

Fabric and Textiles Merchandising

Clothing Alterations

Fast Food Services

Catering Services

Furnishings and Housing Maintenance Services

Window Treatment Services

Housing Management Services

Consumer Services

Securing Employment in Home Economics Occupations

Ladders and Lattices

Upgrading human services at all levels continues to be an objective of the American Home Economics Association. This concept was given impetus through a contract with the United States Department of Labor during which Career Ladders and Lattices in Home Economics Related Areas: Possibilities for Upgrading Household Employment was developed. Approximately 27 career ladders in home economics occupations are identified in this publication. The ladders are based on knowledge and skill in one or more areas of home economics and points on the ladders where intersections (lattices) to other ladders occur are delineated.

Career ladders identified in clothing and textiles are merchandising, dry cleaning, clothing alteration, clothing design and construction, and theatrical costuming. Ladders in the family relations and child development area include those jobs in child care centers, day schools for handicapped children, recreation centers, institutions, and private education. Opportunities identified on the foods and nutrition ladder are dietetics, extension, school food service, airline foods, and restaurants. The home management and family economics ladders are in public housing, homemaker services, and private households. Household equipment, appliance repair, and interior design/decorating are the titles of ladders in housing, furnishings, and equipment.

The modules were developed around and beyond these ladders already in existence. Each module developer analyzed the job inventory and expanded the ladder to include emerging occupations as well as latticing with other areas. This career ladder base helps to insure that learners are prepared for jobs that do exist and are available to them. The ladder concept further provides for both horizontal and vertical mobility in the career field. This is then expanded by cluster training which provides opportunities for mobility (latticing) to other career ladders.

Each of the modules (except for Securing Employment in Home Economics Occupations) can be found on a career ladder in the human services occupations. The complete ladder for each particular module can be found in the respective modules with an accompanying explanation of its lattice relationships with other areas.

Occupational Clustering Concept

One of the guiding principles of the project and one fundamental to the use of the modules is that of clustering. Clustering is based upon the concept of preparing learners for several related jobs through the teaching of common skills. Since most people change jobs several times throughout their lifespans, clustering offers a definite advantage to both employer and the employee. Workers are able to switch from job to job with a minimal amount of retraining.

Another advantage of the clustering approach is that it affords learners a chance to mature before making their occupational choices. Through clustering they are prepared to work on several jobs in a given area of work.

Clustering differs from traditional vocational education in that learning experiences are provided the learner which encompass a group of competencies for entering several related occupations. Traditional vocational education programs train the learner for a specific job with very specific skills.

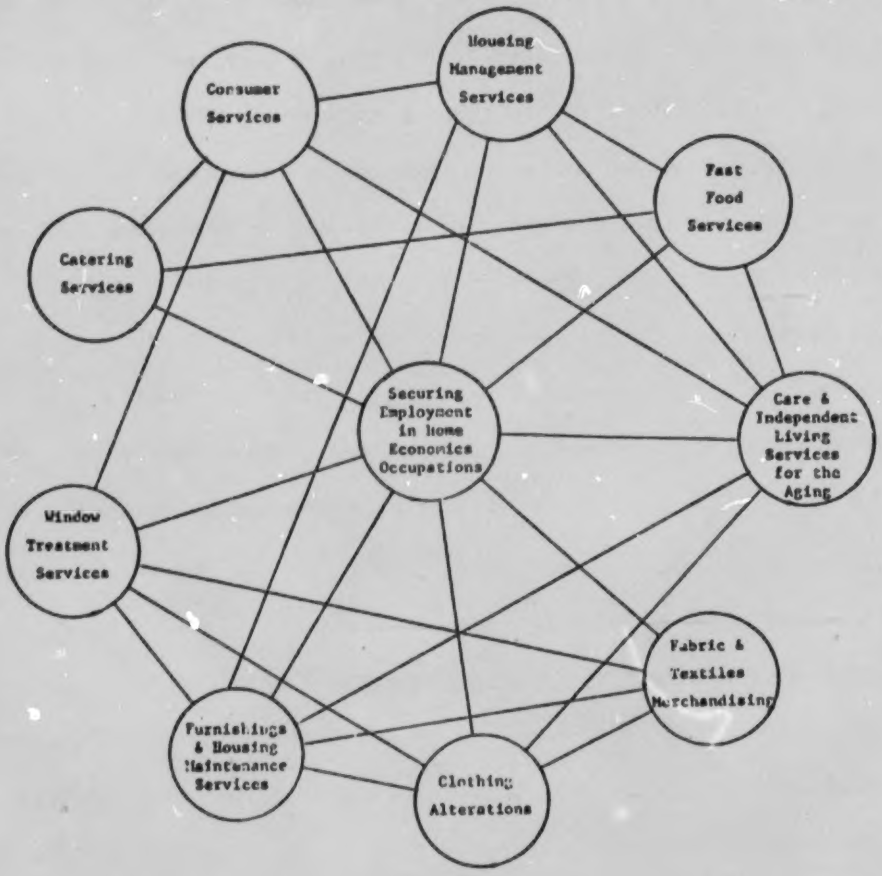
According to Weagraff (1974) there are generally three methods for developing clusters. They are sociological/psychological, descriptive approaches, and task analysis approaches. The sociological/psychological approach utilizes the aspects of occupational choice and worker functions as its foundation. Proponents of this approach have used two and three-dimensional matrices of occupational families arranged in order of status and occupational areas. Descriptive approaches describe jobs and group them together on the basis of broad generalities.

Task analysis approaches use job analysis techniques in which occupational groupings are based upon similarities in various jobs. Functional skills and knowledge are identified. Those techniques, skills, and knowledge that are common to several jobs are then grouped together. The module developers used task inventories as the bases for the modules' competencies. The job analyses were obtained from a variety of sources. In the case of emerging occupations, where no task analysis or inventory had as yet been done, the module developers generated this on their own. This involved interviewing both employees and their respective employers. They were each asked to delineate the tasks involved for the job. Collectively, these data were used to compile the task inventory. The clustering concept can be minimally extended to the modules as an entire group since the modules each have some competencies and skills appropriate to other modules.

Interrelationships and Intersections of Ladders

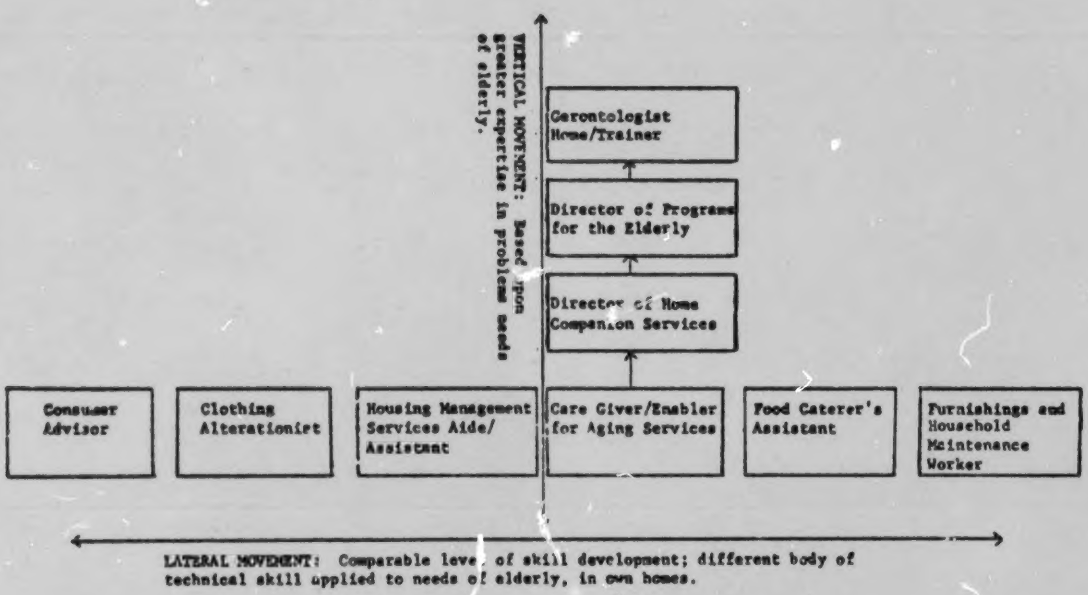
The individual ladder for each of the occupational areas in the respective modules shows the primary lattice relationships to other modules. The following diagram is a representation of most of the possible intersections among the ladders of the various modules. Because of the competencies required for respective modules, some have greater job mobility than others.

Diagram 1. Interrelationships of the Module's Ladders


Housing Management Services
Consumer Services
Fast Food Services
Catering Services
Securing Employment in home Economics Occupations
Care & Independent Living Services for the Aging
Window Treatment Services
Fabric & Textiles Merchandising
Furnishings & Housing Maintenance Services
Clothing Alterations

The following excerpt demonstrates vertical mobility within a job cluster and lateral mobility among clusters. Common dimensions relate to provision of services for individuals in their own homes and focus on a specific population, the elderly. Vertical mobility varies with degree of expertise; lateral movement varies with the application of a different body of technical skill to the needs of the elderly. Knowledge of the unique needs of the elderly, application of a body of technical expertise and the ability to identify and use community resources are common threads pervasive throughout the lattice shown.

Diagram 2. Vertical and Lateral Mobility for Modules


VERTICAL MOVEMENT: Based upon greater expertise in problems needs of elderly.
Gerontologist Home/Trainer
Director of Programs for the Elderly
Director of Home Companion Services
Consumer Advisor
Clothing Alterationist
Housing Management Services Aide/ Assistant
Care Giver/Enabler for Aging Services
Food Caterer's Assistant
Furnishings and Household Maintenance Worker
LATERAL MOVEMENT: Comparable level of skill development; different body of technical skill applied to needs of elderly, in own homes.

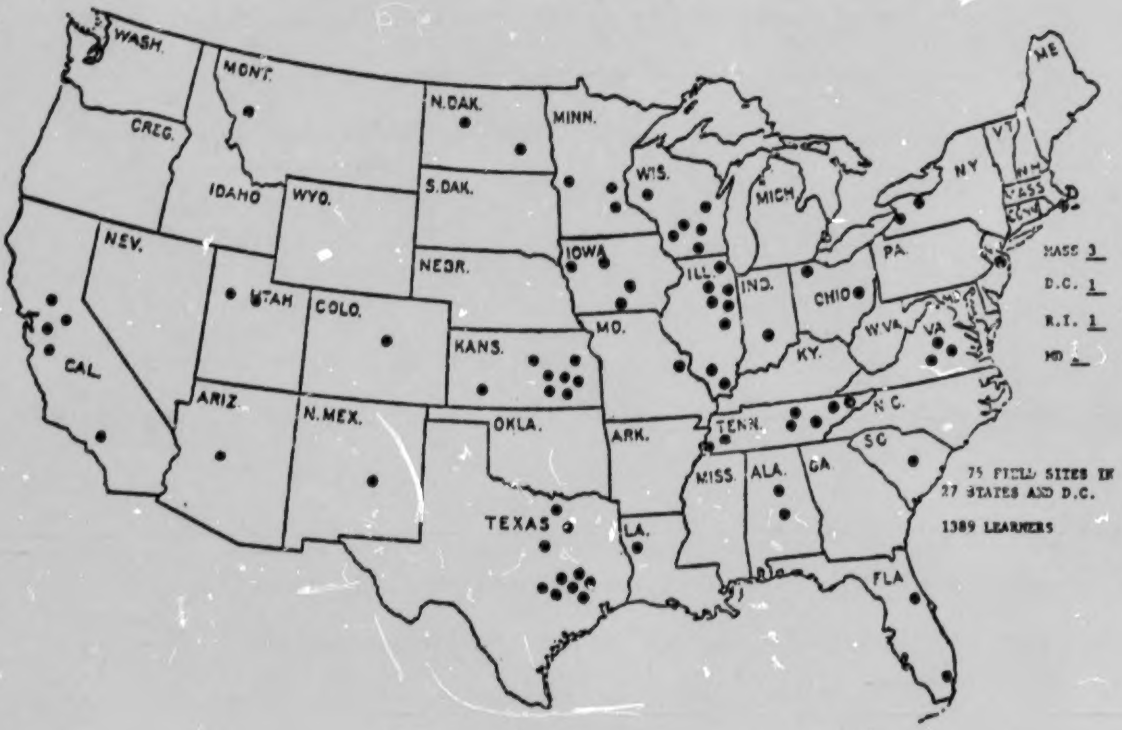
Securing Employment in Home Economics Occupations has no occupational ladder. Rather, this module focuses on those knowledges, skills, attitudes, and behaviors which are essential to obtain and maintain employment. It should be used in conjunction with or prior to each of the other modules to adequately train a learner.

Evaluation of Materials

All modules developed by this project were field tested in 1976. Persons were invited to express their interest in field test participation through a variety of avenues. An open invitation was extended at the AHEA annual meeting in June of 1975 and followed with a notice in the August 1975 issue of AHEA Action. Letters were mailed to state and local vocational home economics supervisors in the 50 states and U. S. territories. Module developers also made personal contacts with professionals around the country to promote applications for field test participation. A total of 207 responses were received from which the 88 field test sites were selected, representing 1760 learners.

Field test teachers representing 29 states and the District of Columbia were selected by the module developers in terms of criteria established cooperatively with contract personnel. The criteria included teacher qualifications and experience, recommendation by state supervisors, acceptable minimum number of learners, type of educational setting, age level of learners, and geographic location. All modules were field tested in sites with learners in at least two of three identified learner levels (secondary, post-secondary, adult) and in both school and non-school settings. Resulting class drop outs, reduced the field test sites to 75 with 1389 learners represented as indicated on the map which follows (Diagram 3).

Diagram 3. Distribution of Field Test Sites


WASH.
MONT.
N.DAK.
MINN.
OREG.
IDAHO
WYO.
S.DAK.
WIS.
MICH.
NY
VT
NH
MASS
CONN
ME
NEV.
UTAH
COLO.
NEBR.
IOWA
ILL.
IND.
OHIO
PA.
CAL.
KANS.
MO.
KY.
W.VA.
VA
MD
ARIZ.
N.MEX.
OKLA.
ARK.
TENN.
N.C.
SC
MISS.
ALA.
GA
TEXAS
LA.
FLA
MASS 3
D.C. 1
R.I. 1
MD
75 FIELD SITES IN 27 STATES AND D.C.
1389 LEARNERS

Field Test Design

The study included two components: 1) a descriptive assessment of the effectiveness and usability of the modules by the 75 field test teachers, and 2) an assessment of performance on competencies of 75 groups of learners who studied the modules as treatment. The module assessment instrument used for the first component of this study was developed solely for field test and research purposes. Whereas, the pre/post assessment instruments used in the second component of the study are included as integral parts of each module.

The data collected from the module assessment by field test teachers were used to revise the modules prior to publication. This instrument was tested for content validity by presentation to the six module developers and to a jury of five professionals recognized in the field of curriculum developement and measurement. The jury classified each item according to the criterion measured (effectiveness or usability) and the component addressed (competencies, objectives, suggested strategies, references and resources, assessment instruments, learner information sheets, or overall evaluation). The minimum acceptance level for an item on this instrument was established at .70.

The pre/post assessment component consisted of an analysis of change in learner performance on the competencies in the modules. The pre/post assessments were submitted to juries to establish the quality of the instruments. The following are the quality standards and the minimum acceptance levels which were established: content and/or temporal reliability, .85; objectivity, 100% agreement by the jury; content and construct validity, more than 50% agreement by the jury.

Summary of Technical Report

A detailed technical report of the data analysis and discussion of the findings is on file with the American Home Economics Association and the Office of Education. However, the general research design and conclusions drawn are presented here to indicate to the user, the quality of the modules which comprise this project.

A total of six hypotheses were tested using data collected from 75 field test teachers and 1389 learners. Data from the pre/post cognitive test provided the basis for testing the first two hypotheses, namely:

1. Learners will increase in level of competency from pre to post assessment based on competencies incorporated in specific occupational modules.

2. Level of learner competency as measured by pre and post assessment will not vary with differences in educational setting and learners' educational level.

Using the data from the teacher opinion assessment, the remaining hypotheses were tested, namely:

3. The majority of teachers will judge the components and overall assessment of the curriculum module to be usable.

4. The majority of teachers will judge the components and overall assessment of the curriculum module to be effective.

5. There is no difference in teacher judgment as to the usability of the modules when the teachers have a

a) varied educational background

b) different number of years teaching experience in vocational home economics

c) different number of years work experience in home economics related jobs other than teaching.

6. There is no difference in teacher judgment as to the effectiveness of the module when teachers have a

a) varied educational background

b) different number of years teaching experience in vocational home economics

c) different number of years work experience in home economics related jobs other than teaching.

In order to test the hypotheses, various statistical treatments were administered. Although 1389 learners in 75 field test sites provided data on the the modules, due to the late spring field tests, not all of the data could be used. In general a few sites provided only pre test data or vice versa; early employment and pupil drop-out accounted for incomplete test data for some learners. Data were restricted to those learners who had completed both the pre and post assessments for hypothesis one, that there was a gain in learners' achievement. Mean gain scores were determined from differences between the pre test mean score and post test mean score for each module. A correlated sample t test was run for eleven modules(Catering Services levels I and II were analyzed separately). Hypothesis two was first submitted to an analysis of covariance for the six modules which had field test data in different levels and settings. In order to determine whether or not different educational levels and in-school or out-of-school educational settings made a difference in the quality of the modules, it was essential to be sure that the learners in these different levels and settings were starting at the same point. Therefore, an analysis of covariance test was applied to the data to determine the homogeneity of the learners. In testing hypotheses three, four, five, and six that teachers regardless of background, would judge the modules to be usable and effective, an item by item inspection of the data was overwhelmingly clear without further statistical treatment.

Results of the data collected and statistically analyzed from the learners pre/post cognitive test, indicated that all of the curriculum modules revealed a gain in learner achievement. The modules were indeed effective in increasing the learners' competencies identified within each module. Since it was established that the groups were homogeneous, these results demonstrated that the modules were equally effective with different settings and learner levels. Consequently, the modules were found to be appropriate and effective for teachers in school and non-school settings and for secondary, post secondary, and adult learners.

Data collected from teacher opinions of the modules relative to hypotheses three, four, five, and six, showed a clear majority of teachers who rated the modules as usable and effective. An item by item inspection of the data from the teacher assessment indicated that the components (competencies, objectives, suggested strategies, references/resources, evaluation instruments, learner information sheets, and overall assessment of the modules) were given similar ratings. There was almost unanimous agreement among the teachers that each item on the assessment form, representing all of the components set forth above, was excellent, good, or at least average. Since these teachers came from different geographical areas and varied backgrounds such as Bachelors', Masters' or other degrees; teachers with several months or 15-20 years teaching and work experience, and since all of them judged the modules similarly as helpful tools facilitating learning, the modules are deemed to be generalizable for innumerable situations.

Field test teachers were encouraged to add constructive comments related to their particular modules. In addition, teachers kept a daily curriculum log identifying objectives, strategies and references and/or resources used with reasons for including or omitting them. Some comments were:

"well thought out curriculum..."

"something for each student..."

"wished we could have studied this longer..."

"the real beauty is the adaptability..."

"am impressed with it..."

"learned a number of things we would not have been exposed to had we not done the module..."

"certainly gives plenty of references..."

"games and worksheets were both enjoyable and stimulating..."

"participating in field testing has to be our success story, fun, and challenge for 1976..."

"strategies are varied and realistic..."

"have never seen all of these topics brought together into one resource..."

"can see the possibilities of developing a course based on these modules and ideas..."

"allows for creative input..."

"easy to use..."

"relevant..."

"complete..."

"serves purpose well..."

"reinforcement without repetition."

In summary, field testing results indicated that the learners did indeed achieve in competency after completing the modules, whether they were secondary or post secondary students or adults in a non traditional setting. Throughout the country, the modules were found to be useful and effective for a wide range of learners and a variety of settings. Teachers judged the modules to be effective and usable regardless of their educational background, or teaching or work experience. Here then are ten quality products that have been planned, developed, and field tested to answer a relevant need of teachers and learners in the home service occupations areas.

References

American Home Economics Association. Career ladders and lattices in home economics related areas: Possibilities for upgrading household employment. Washington, D. C.: Author, 1971.

U.S. Department of Labor, Bureau of Labor Statistics. Occupational outlook handbook, 1974-75(Bulletin #1785). Washington, D. C.: Author, 1974.

Weagraff, P.J. The cluster concept: Development of curricular materials for the public service occupations cluster. Unpublished paper, California State Department of Education, 1974.

RATIONALE

Currently the competitiveness in employment is causing individuals to be better prepared for an occupation than ever before in our history. Potential workers need to be assured of relevant skills for employment opportunities. One such alternative for employment would be window treatment services. In this field, the person would be trained to be a window treatment services aid/assistant and would be capable of performing such duties as sewing, measuring, becoming a consultant, a fabric specialist, a salesperson and in time, with experience, could become a buyer, assistant manager, a manager, or ultimately an owner of a window covering business. Upon completion of the person's training, he or she would be sent out with salable skills that should ensure employment opportunities.

According to potential employers in urban and small town areas that were contacted by the module developer, there are employment opportunities available for those people who are qualified to work in the window covering industry. Approximately sixty percent of those employers cited concerns that they were unable to hire qualified and reliable employees. They stated that they had little time to train personnel on-the-job and there were no classes currently available for their employees to attend to master occupational skills. Current U.S. Department of Labor employment projections for this occupation are favorable through the 1980's.

Industries and families repeatedly indicate that they need products for window treatments which emphasize quality and longevity. As energy and production costs increase, so does the need for window covering specialists who can provide appropriate treatments for windows in industrial and home locations at a reasonable cost.

JOB DESCRIPTION

The emphasis of this module is placed upon the skills required to become a window covering specialist. An individual in this occupation must combine the skills of artistry and business. Basic to the occupation is the ability to plan attractive and original window treatments. The abilities to supply cost estimates for the client's approval, make purchases, place contracts, and supervise construction and installation of window treatments are also mandatory.

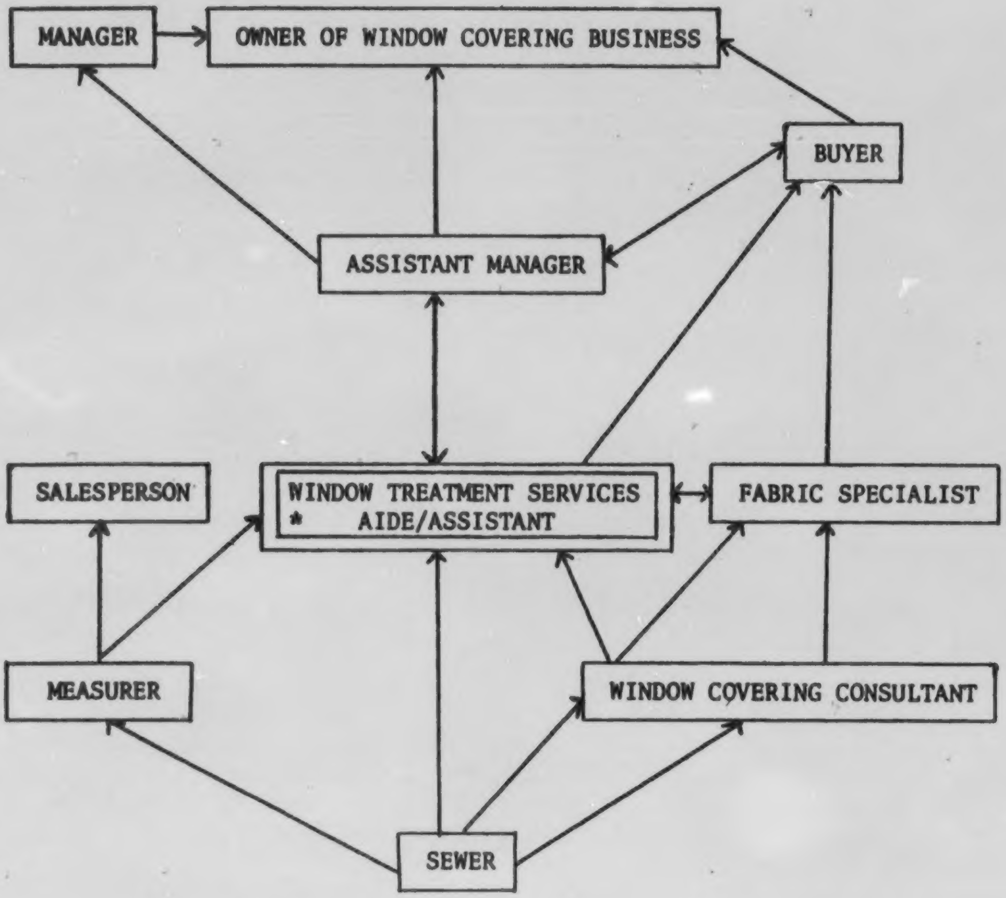
The tasks of a window covering specialist include designing and making all types of window coverings and decorations; measuring, cutting, sewing, and installation of window coverings. This job can be either free-lance or part of an established business situation.

The tasks of a sewer involve sewing all types of window covering materials into the design or pattern specified by the window covering specialist or customer; the operating of both industrial and home sewing machines as well as hand sewing; cutting, pressing and the actual installation of window coverings.

The tasks of a measurer are to take window, fabric and materials measurements needed for window coverings designs; the actual installation of the window coverings.

A salesperson's tasks include establishing rapport with customers and assisting them in choosing window coverings appropriate to their situation; communicating with the public; taking orders and performing regular business routines necessary in a window coverings business situation.

WINDOW TREATMENT SERVICES[1]


MANAGER
OWNER OF WINDOW COVERING BUSINESS
BUYER
ASSISTANT MANAGER
SALESPERSON
WINDOW TREATMENT SERVICES
* AIDE/ASSISTANT
FABRIC SPECIALIST
MEASURER
WINDOW COVERING CONSULTANT
SEWER

*Focus of this module

Adapted from:

[1] American Home Economics Association: Career ladders and lattices in home economics related areas: Possibilities for upgrading employment. Washington, D.C.: Author, 1971.

DIRECTIONS TO THE TEACHER

Definitions for Module Components - The following list of definitions and explanations were agreed upon by the project staff for use with the modules:

> A competency statement is broad in scope and includes the skills, knowledge, and attitudes essential to perform a job or task.
>
> An objective is a statement in behavioral terms of the desired outcomes learners will demonstrate as a result of their exposure to a program of instruction.
>
> Strategy statements include the learning situations and experiences provided by the teacher to expose the learner to the content to be learned and to allow the learner to demonstrate progress toward the attainment of the objective.

How to Use

This competency based Window Treatment Services Module covers the aspects of design and construction of window treatments, the measuring cutting, sewing and installation of window treatments and the establishment of customer relationships and customer assistance in choosing the appropriate window treatment.

This module can be used in conjunction with the Fabric and Textiles Merchandising module.

This module can be used for various types of learners such as the handicapped, slow learners, high school students - grades 9-12, and adults which would include senior citizens. Good eyesight and manual dexterity are needed if the learner is to master all competencies included in this module. The instructor will need to adapt the learning experiences to meet the needs of the handicapped and the slow learners.

Each competency is numbered and the objectives and suggested strategies are numbered to correspond with the competency statement. For example, the second competency is number 2; the second objective is numbered 2.2; and the second of the suggested strategies is numbered 2.2.2. The order in which the learner follows the competencies, objectives and suggested strategies depends upon his mastery of competencies as determined by the pre assessment device. For example, the learner might have a good background in sewing and would not need to go through the objectives which include the various parts of the sewing machine and their functions. He might proceed to the more complex objectives such as lining a drapery.

The instructor may use any or all of the suggested strategies depending upon the needs of the learner and the time available. The time length of the module will vary depending upon the availability of resources, persons involved, the field trips taken, and the learner characteristics. On-the-job work experience is suggested. The learner should be encouraged to assume responsibility for the instruction in the classroom.

The list of the references and resources used in this module are to be used at the instructor's discretion in conjunction with the suggested strategies. They will also supply background material as well as any supplemental reading for the learner. It is suggested that the instructor also use his own material.

The teacher and learner appendix sheets are referred to within the text of the module and appear after the references. They are numbered consecutively and follow the number of the suggested strategies; they are numbered and titled Appendix B for the teacher sheets and Appendix A for the learner sheets.

It is recommended that the instructor make arrangements for learners with a limited reading or writing ability to have aids such as tape recorders, visual aids, and student work groups to help them in securing information.

It is recommended that each learner keep a portfolio during the term of this module. Therefore, the learner will have a working bibliography of what he has done for future reference for employers. This will also be an excellent source of supplemental information if he chooses to go into the world of work upon completion of this module.

Local FHA/HERO chapters should be included in many of the strategies to add to the learning experience.

Safety procedures are stressed throughout this module. At all times the room the learners are working in should be well lighted and well ventilated. Supervised utilization of all equipment in recommended. The instructor should follow all federal, state, local and school policies related to this occupational training.

Assessment

A pre/post assessment instrument and key are included in this module. The pre assessment is to be administered prior to the teaching of this module. The purpose of the pre assessment is to determine the learner's mastery of the competencies in this module and to determine which suggested strategies are needed. The post assessment is to be given upon completion of the study to see if the learner has gained those competencies set forth for him. A performance instrument is also included to assess the abilities of the learner upon completion of this module.

LIST OF COMPETENCIES

The learners will be able to: Page

1. identify types of window constructions and select window treatment alternatives for each type of window construction. 66
2. demonstrate usage of appropriate equipment. 74
3. select and prepare fabric treatments for installation. 76
4. select and prepare non-fabric treatments for installation. 86
5. install various window treatments. 90
6. establish and build working relations with the clientele and fellow employees and employers. 92

ASSESSMENT INSTRUMENTS

Directions for Pre/Post Assessment Instruments and Key

Prior to the teaching of this module you should administer the pre assessment instrument. Results of this test determine the learner's mastery of the competencies in this module. Prior to the administering of the pre assessment, give each learner a copy of this device. Read through the directions carefully and answer any questions that should arise.

Both the pre and post assessment instruments contain forty seven items which are correlated with the objective statements. The key will illustrate which item belongs to which objectives.

Upon completion of this module you are to administer the post assessment instrument. Prior to the administering of this instrument, give each learner a copy of the device. Read through the directions carefully and answer any questions that should arise. This post assessment instrument will determine whether or not the learners achieved those competencies necessary for this occupation.

Key For Pre Assessment Instrument

Item	Key	Obj.
1.	a	1.1
2.	c	1.1
3.	b	1.1
4.	d	1.4
5.	d	1.1
6.	d	5.2
7.	c	3.7
8.	d	1.1
9.	c	5.2
10.	c	5.2
11.	a	1.1
12.	b	1.1
13.	d	1.1
14.	c	1.1
15.	d	1.1
16.	a	1.1
17.	a	1.3
18.	a	1.3
19.	d	1.3
20.	b	1.3
21.	a	1.3
22.	b	1.3
23.	c	4.1
24.	b	3.1
25.	c	3.7
26.	c	3.8
27.	b	3.8
28.	b	3.7
29.	b	3.10
30.	d	3.11
31.	a	3.5
32.	c	1.5
33.	c	1.5
34.	d	3.3
35.	a	3.3
36.	b	3.3
37.	b	3.7
38.	b	3.9
39.	b	4.1
40.	a	4.1
41.	c	4.1
42.	d	5.1
43.	a	5.1
44.	d	2.2
45.	d	6.1
46.	c	1.5
47.	b	6.1

WINDOW TREATMENT SERVICES

Pre Assessment Instrument

Directions: Choose the one best answer.

1. A window that projects from a building and is made up of three or more windows set at an angle to each other is a
   a. bay window
   b. casement window
   c. bow window
   d. jalousie window

2. A type of awning window with narrow horizontal panes that can be adjusted to any angle is
   a. French window
   b. cathedral window
   c. jalousie window
   d. picture window

3. A standard valance is usually a board which is
   a. 4" wide and 2" thick
   b. 4" wide and 1" thick
   c. 3" wide and 1 1/2" thick
   d. 2" wide and 3" thick

4. In choosing fabrics for the purpose of drapery construction one must
   a. provide fabric which would drape well
   b. buy twice as much fabric as repeat calls for
   c. choose fabric to meet the needs of measurement allowance
   d. provide for draping qualities and purchasing enough fabric to meet the needs of the measurement allowance

5. Windows allow for
   a. light
   b. ventilation
   c. privacy
   d. privacy and light

6. A cornice
    a. extends across the full width of window
    b. hides drapery heading and hardware
    c. is the top of the window treatment
    d. extends across the full width of window and hides drapery heading and hardware

7. A heading is
    a. a side hem
    b. the top of the drapery pleating
    c. the top of the window treatment
    d. a draped piece of fabric hung across the top of the window

8. A narrow window placed at the top of the wall, near the ceiling is a
    a. double-hung window
    b. casement window
    c. bow window
    d. clerestory window

9. A drapery accessory which is a draped piece of fabric hung across the top of a window/window treatment is a
    a. cornice
    b. valance
    c. swag
    d. casing

10. A drapery accessory which runs down the side of the window frame as well as covers the top is a
    a. cornice
    b. sash
    c. cantonniere
    d. valance

11. Two panels which slide up and down in a vertical groove can be identified as a
    a. double-hung sash window
    b. strip window
    c. window wall
    d. dormer wall

12. Expanses of glass from floor to ceiling and wall to wall are identified as a
    a. bay window
    b. window wall
    c. picture window
    d. French window

13. A sliding window
    a. operates similarly to a jalousie window
    b. is operated by either hand or crank
    c. includes 3 large panes of glass
    d. operates flush with the wall

14. The part of the window that actually fits into the wall is the
    a. sash
    b. sill
    c. casing
    d. finial

15. Semicircular bay windows are called
    a. French windows
    b. dormer windows
    c. picture windows
    d. bow windows

16. Long rows of shallow panes, usually high on the wall are called
    a. strip windows
    b. casement windows
    c. louvered windows
    d. awning windows

17. A casement window is
    a. one that operates much like a door, swinging in or out
    b. one that operates by sliding up and down
    c. usually high on the wall
    d. curved instead of angular

18. A window which is made of large expanses of fixed glass is
    a. picture window
    b. bay window
    c. bow window
    d. French window

19. A double casement, opening in the center is a
    a. dormer window
    b. casement window
    c. cathedral window
    d. French window

20. A dormer window is built
    a. into an alcove that is flush with a sloping roof
    b. into an alcove that projects out of a sloping roof
    c. similarly to a bay window
    d. into an alcove that projects from under the cover of the roof

21. A window treatment of lighter-weight fabric that hangs in folds or pleats from the ceiling or window top is a
    a. curtain
    b. drapery
    c. lambrequin
    d. jabot

22. A window treatment of medium-to-heavy weight fabric that hangs in folds or pleats from ceiling or window top is a
    a. curtain
    b. drapery
    c. valance
    d. cornice

23. A shade that is made of rich looking fabric and pulled up on cords is a(an)
    a. Austrian shade
    b. reversed shade
    c. Roman shade
    d. rolled shade

24. A steel tape measure should be used for measuring because it will not
    a. bend or flip
    b. stretch or shift
    c. bend or stretch
    d. flip or shift

25. A bouquet repeat is defined as the distance from the
   a. top to the bottom of the drapery
   b. edge to the edge of the drapery
   c. top to the bottom of a design
   d. edge to the edge of the design

26. The bottom hem for draperies should be
   a. 1 1/2 to 3 1/2 inches deep
   b. 2 1/2 to 3 1/2 inches deep
   c. 3 1/2 to 4 1/2 inches deep
   d. 4 1/2 to 5 1/2 inches deep

27. The finished side hems for draperies should be
   a. 1 to 1 1/2 inches deep
   b. 1 1/2 to 2 1/2 inches deep
   c. 2 1/2 to 3 1/2 inches deep
   d. 3 1/2 to 4 inches deep

28. Headings on draperies should be
   a. 1 to 3 inches deep
   b. 2 to 5 inches deep
   c. 3 to 6 inches deep
   d. 4 to 6 inches deep

29. The lining material for draperies should be cut
   a. 1/2 inch narrower and 1/2 inch longer than the completed drapery
   b. 1 inch narrower and 1 inch longer than the completed drapery
   c. 2 inches narrower and 2 inches longer than the completed drapery
   d. 1 1/2 inches narrower and 1 1/2 inches longer than the completed drapery

30. The length of the completed drapery can be the measurement from the rod to the
   a. floor
   b. bottom of the window
   c. bottom of the apron
   d. floor, bottom of the window, and bottom of the apron

31. All drapery fabric should be ___________ before constructing draperies
   a. preshrunk
   b. stretched
   c. matched
   d. cut on bias

32. Figure the amount of fabric needed to cover the following window

Window Dimensions

144 inches wide, 96 inches long

Fabric Width

48 inches

Bouquet Repeat

19 inches

a. 29 yards
b. 25 yards
c. 21 yards
d. 17 yards

33. In computing total yardage needed for the draperies (include matching the design, widths needed, etc.) you would need
a. 29 yards
b. 26 yards
c. 25 yards
d. 23 yards

34. The pile of a fabric is a(an)
a. pattern weave produced on a computer like machine
b. interlacing of warp and filling yarns
c. intertwining and sometimes knotting of yarns in two or more directions
d. set of yarns protruding from the background to make a 3-D fabric

35. The fiber that runs lengthwise on the loom and in the fabric is the
a. warp
b. woof
c. twill
d. filling

36. The fiber that runs crosswise to fill and hold together the lengthwise fiber is the
a. warp
b. woof
c. twill
d. selvage

37. Basting crinoline in place at the top of a drapery panel is done
   a. after the hem is turned down
   b. before the hem is turned down
   c. before the heading is secured
   d. after the heading is secured

38. Mitering the corners of a drape or curtain
   a. gives an unfinished appearance
   b. eliminates bulk
   c. helps to hold the hardware in place
   d. creates bulk at hem corners

39. Which of the following window treatments is a fabric treatment
   a. cornice
   b. shutter
   c. sheers
   d. shade

40. Split bamboo would most likely be found among which non-fabric treatment
   a. blinds
   b. shades
   c. hinged panels
   d. shutters

41. This particular non-fabric treatment can be laminated, stenciled or appliqued upon. It is called a
   a. hinged panel
   b. shutter
   c. shade
   d. blind

42. To attach the window covering rod to the wall use
   a. hangers
   b. rings
   c. stabilizers
   d. brackets

43. To attach a curtain or drapery to the rod use
   a. hangers
   b. brackets
   c. toggle bolts
   d. wood screws

44. The most frequent reason cited for causing accidents while on the job is
   a. open scissors on the machine
   b. swallowing pins or needles
   c. not replacing burned out bulbs
   d. a lack of concentration

45. An essential for advancement as a window coverings specialist is
   a. knowledge of the product
   b. experience in selling
   c. enthusiasm
   d. a combination of all three of the above

46. An item retails for $789.50. It is to be reduced by 25%. What would the sale price be?
   a. $591.25
   b. $589.50
   c. $592.13
   d. $490.00

47. In dealing with a customer, the most important factor to consider is
   a. displaying artistic knowledge
   b. meeting the customer's needs
   c. establishing rate of fees
   d. maintaining business-like relationship

Key For Post Assessment Instrument

Item	Key	Obj.	Item	Key	Obj.
1.	b	1.1	25.	c	3.8
2.	d	1.1	26.	c	1.1
3.	c	1.5	27.	d	1.1
4.	b	3.7	28.	b	3.3
5.	b	3.7	29.	c	5.2
6.	b	3.10	30.	d	3.3
7.	c	4.1	31.	d	1.4
8.	b	3.9	32.	a	1.3
9.	d	5.1	33.	d	1.1
10.	c	3.7	34.	b	1.3
11.	c	1.5	35.	c	1.1
12.	c	1.5	36.	b	4.1
13.	d	1.1	37.	b	3.1
14.	b	1.3	38.	c	5.2
15.	c	3.7	39.	a	1.1
16.	a	1.1	40.	d	5.2
17.	a	1.3	41.	b	1.1
18.	a	1.3	42.	a	1.1
19.	a	4.1	43.	a	3.5
20.	a	5.1	44.	d	3.11
21.	b	3.8	45.	a	3.3
22.	b	6.1	46.	d	6.1
23.	d	1.3	47.	c	4.1
24.	d	2.2			

WINDOW TREATMENT SERVICES

POST ASSESSMENT INSTRUMENT

Directions: Choose the one best answer.

1. A standard valance is usually a board which is
   - a. 4" wide and 2" thick
   - b. 4" wide and 1" thick
   - c. 3" wide and 1 1/2" thick
   - d. 2" wide and 3" thick
2. A narrow window placed at the top of the wall, near the ceiling is a
   - a. double-hung window
   - b. casement window
   - c. bow window
   - d. clerestory window
3. An item retails for $789.50. It is to be reduced by 25%. What would the sale price be?
   - a. $591.25
   - b. $589.50
   - c. $592.13
   - d. $490.00
4. Headings on draperies should be
   - a. 1 to 3 inches deep
   - b. 2 to 5 inches deep
   - c. 3 to 6 inches deep
   - d. 4 to 6 inches deep
5. Basting crinoline in place at the top of a drapery panel is done
   - a. after the hem is turned down
   - b. before the hem is turned down
   - c. before the heading is secured
   - d. after the heading is secured
6. The lining material for draperies should be cut
   - a. 1/2 inch narrower and 1/2 inch longer than the completed drapery
   - b. 1 inch narrower and 1 inch longer than the completed drapery
   - c. 2 inches narrower and 2 inches longer than the completed drapery
   - d. 1 1/2 inches narrower and 1 1/2 inches longer than the completed drapery

7. This particular non-fabric treatment can be laminated, stenciled or appliqued upon. It is called a
    a. hinged panel
    b. shutter
    c. shade
    d. blind

8. Mitering the corners of a drape or curtain
    a. gives an unfinished appearance
    b. eliminates bulk
    c. helps to hold the hardware in place
    d. creates bulk at hem corners

9. To attach the window covering rod to the wall use
    a. hangers
    b. rings
    c. stabilizers
    d. brackets

10. A bouquet repeat is defined as the distance from the
    a. top to the bottom of the drapery
    b. edge to the edge of the drapery
    c. top to the bottom of a design
    d. edge to the edge of the design

11. Figure the amount of fabric needed to cover the following window

    Window Dimensions

    144 inches wide, 96 inches long

    Fabric Width

    48 inches

    Bouquet Repeat

    19 inches

    a. 29 yards
    b. 25 yards
    c. 21 yards
    d. 17 yards

12. In computing total yardage needed for the draperies (include matching the design, widths needed, etc.) you would need
    a. 29 yards
    b. 26 yards
    c. 25 yards
    d. 23 yards

13. Windows allow for
    a. light
    b. ventilation
    c. privacy
    d. privacy and light

14. A window treatment of medium-to-heavy weight fabric that hangs in folds or pleats from ceiling or window top is a
    a. curtain
    b. drapery
    c. valance
    d. cornice

15. A heading is
    a. a side hem
    b. the top of the drapery pleating
    c. the top of the window treatment
    d. a draped piece of fabric hung across the top of the window

16. Two panels which slide up and down in a vertical groove can be identified as a
    a. double-hung sash window
    b. strip window
    c. window wall
    d. dormer wall

17. A window treatment of lighter-weight fabric that hangs in folds or pleats from the ceiling or window top is a
    a. curtain
    b. drapery
    c. lambrequin
    d. jabot

18. A window which is made of large expanses of fixed glass is a
    a. picture window
    b. bay window
    c. bow window
    d. French window

19. Split bamboo would most likely be found among which non-fabric treatment
    a. blinds
    b. shades
    c. hinged panels
    d. shutters

20. To attach a curtain or drapery to the rod use
    a. hangers
    b. brackets
    c. toggle bolts
    d. wood screws

21. The finished side hems for draperies should be
    a. 1 to 1 1/2 inches deep
    b. 1 1/2 to 2 1/2 inches deep
    c. 2 1/2 to 3 1/2 inches deep
    d. 3 1/2 to 4 inches deep

22. In dealing with a customer, the most important factor to consider is
    a. displaying artistic knowledge
    b. meeting the customer's needs
    c. establishing rate of fees
    d. maintaining business-like relationship

23. A double casement, opening in the center is a
    a. dormer window
    b. casement window
    c. cathedral window
    d. French window

24. The most frequent reason cited for causing accidents while on the job is
    a. open scissors on the machine
    b. swallowing pins or needles
    c. not replacing burned out bulbs
    d. a lack of concentration

25. The bottom hem for draperies should be
    a. 1 1/2 to 3 1/2 inches deep
    b. 2 1/2 to 3 1/2 inches deep
    c. 3 1/2 to 4 1/2 inches deep
    d. 4 1/2 to 5 1/2 inches deep

26. The part of the window that actually fits into the wall is the
    a. sash
    b. sill
    c. casing
    d. finial

27. Semicircular bay windows are called
    a. French windows
    b. dormer windows
    c. picture windows
    d. bow windows

28. The fiber that runs crosswise to fill and hold together the lengthwise fiber is the
    a. warp
    b. woof
    c. twill
    d. selvage

29. A drapery accessory which is a draped piece of fabric hung across the top of a window/window treatment is a
    a. cornice
    b. valance
    c. swag
    d. casing

30. The pile of a fabric is a(an)
    a. pattern weave produced on a computer like machine
    b. interlacing of warp and filling yarns
    c. intertwining and sometimes knotting of yarns in two or more directions
    d. set of yarns protruding from the background to make a 3-D fabric

31. In choosing fabrics for the purpose of drapery construction one must
    a. provide fabric which would drape well
    b. buy twice as much fabric as repeat calls for
    c. choose fabric to meet the needs of measurement allowance
    d. provide for draping qualities and purchasing enough fabric to meet the needs of the measurement allowance

32. A casement window is
    a. one that operates much like a door, swinging in or out
    b. one that operates by sliding up and down
    c. usually high on the wall
    d. curved instead of angular

33. A sliding window
    a. operates similarly to a jalousie window
    b. is operated by either hand or crank
    c. includes 3 large panes of glass
    d. operates flush with the wall

34. A dormer window is built
    a. into an alcove that is flush with a sloping roof
    b. into an alcove that projects out of a sloping roof
    c. similarly to a bay window
    d. into an alcove that projects from under the cover of the roof

35. A type of awning window with narrow horizontal panes that can be adjusted to any angle is
    a. French window
    b. cathedral window
    c. jalousie window
    d. picture window

36. Which of the following window treatments is a fabric treatment
    a. cornice
    b. shutter
    c. sheers
    d. shade

37. A steel tape measure should be used for measuring because it will not
    a. bend or flip
    b. stretch or shift
    c. bend or stretch
    d. flip or shift

38. A drapery accessory which runs down the side of the window frame as well as covers the top is a
    a. cornice
    b. sash
    c. cantonniere
    d. valance

39. Long rows of shallow panes, usually high on the wall are called
    a. strip windows
    b. casement windows
    c. louvered windows
    d. awning windows

40. A cornice
    a. extends across the full width of window
    b. hides drapery heading and hardware
    c. is the top of the window treatment
    d. extends across the full width of window and hides drapery heading and hardware

41. Expanses of glass from floor to ceiling and wall to wall are identified as a
    a. bay window
    b. window wall
    c. picture window
    d. French window

42. A window that projects from a building and is made up of three or more windows set at an angle to each other is a
    a. bay window
    b. casement window
    c. bow window
    d. jalousie window

43. All drapery fabric should be __________ before constructing draperies
    a. preshrunk
    b. stretched
    c. matched
    d. cut on bias

44. The length of the completed drapery can be the measurement from the rod to the
    a. floor
    b. bottom of the window
    c. bottom of the apron
    d. floor, bottom of the window, and bottom of the apron

45. The fiber that runs lengthwise on the loom and in the fabric is the
    a. warp
    b. woof
    c. twill
    d. filling

46. An essential for advancement as a window coverings specialist is
    a. knowledge of the product
    b. experience in selling
    c. enthusiasm
    d. a combination of all three of the above

47. A shade that is made of rich looking fabric and pulled up on cords is a(an)
    a. Austrain shade
    b. reversed shade
    c. Roman shade
    d. rolled shade

Directions and Criteria for Scoring Performance Instrument

Prior to administering the performance instrument give each learner a copy of this device. Read through the directions carefully and answer any questions that should arise. After this is done, divide the members of the class into five groups. Each group will do one of the tasks outlined in the performance instrument. These include mitering a corner, straightening fabric, attaching lining, stitching and making pleats. Now that the learners have been assigned to various groups and know what is to be expected of them let them begin their various assignments. Travel around the room making sure that there are no notes being utilized and answer questions.

This instrument is used to discover if the learner has gained the competencies set forth for him in this module. If the learner experiences difficulty in completing these tasks he may need to be rechanneled into the module at the appropriate strategy.

Stress should be placed on the quality of work accomplished. The success or failure of the learner in the world of work is shpaed by his performance on the instrument. It is important that you, as the instructor, make sure that the instructions are understood completely.

Directions: Evaluate each learner with the guidelines given below. Column (1) lists the number of points possible. Those points which you assess each learner should be placed in Column (2) and comments should be added in Column (3) to support those points assessed to each learner.

Guidelines for:	Column (1) # Points Possible	Column (2) # Points Given	Column (3) Comments
1. Mitered corner			
Neatness	5		
Eliminates bulk	5		
Slip-stitching at corner	5		
1/2 inch top hem edge	5		
2. Straightened fabric			
Neatness	5		
Pull crosswise thread	5		
Determine straight grain	5		
Pulling to straighten	5		
3. Attached lining			
Neatness	5		
Finished appearance	5		

Guidelines for	Column (1) # Points Possible	Column (2) # Points Given	Column (3) Comments
Bottom hem at 3 inches deep	5		
Loosely attached to center for anchoring	5		
4. Stitching			
Neatness	5		
Regularly spaced intervals	5		
Invisible stitches woven among fold	5		
Thread drawn tight many folds	5		
5. Pleats			
Neatness	5		
Stiff - 2 inches apart	5		
3 pleats together	5		
1/2 inch below heading back stitching	5		
Other comments:			

Name__________________________

WINDOW TREATMENT SERVICES

Performance Instrument

Directions: Using supplies and equipment provided by your teacher complete the following tasks.

1. Miter a drapery corner.

2. Straighten drapery fabric in preparation for cutting.

3. Attach lining to decrease light admission and to increase privacy.

4. Demonstrate the following stitches:

    a. basting stitch

    b. running stitch

    c. hemming stitch

    d. slip stitch

    e. gathering stitch

5. Construct the following pleats:

    a. cartridge

    b. French

    c. pinch

COMPETENCY BASED TEACHING MODULE

WINDOW TREATMENT SERVICES

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
1 identify types of window constructions and select window treatment alternatives for each type of window construction. (Cont'd)	1.1 identify and name different types of window construction.
	1.2 determine decorative and functional uses of window treatments.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
1.1.1 have the learners define the following terms using the Terminology sheet (appendix, pp. A-1-2). a. picture window b. dormer window c. double-hung window d. French door window e. jalousie window f. casement window g. box window h. sliding window i. bay window j. etc.	APPENDIX: Terminology, pp. A-1-2. Seek materials from Sears, J. C. Penney's, Montgomery Wards, etc.
1.1.2 have the learners find and draft examples of different windows and label each to be put into a 3 ring notebook to use in their portfolio.	BOOK 4 Inside today's home, ch. 12.
1.2.1 work with learners on window treatments analyzing each for privacy, glare, temperature and appearance.	PAMPHLETS 15 How to select window treatments.
1.2.2 have the learners identify types of windows likely to be found in certain styles of homes. Have learners suggest treatment ideas for each style of grouping.	Architect, decorator and/or home furnishings specialist may also be utilized.
1.2.3 have the learners secure magazine pictures dealing with a window treatment and draw a plan for changes to be made to overcome some problem using Problems of window treatments (appendix, p. B-1).	Magazine pictures. APPENDIX: Problems of window treatments, p. B-1
1.2.4 have the learners as a part of their FHA/HERO project evaluate a window in own home or home of a friend. A suggested way to evaluate a window is the Window evaluation sheet (appendix, pp. A-3-4).	APPENDIX: Window evaluation sheet, pp. A-3-4.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
1 identify types of window constructions and select window treatment alternatives for each type of window construction. (Cont'd)	1.2 determine decorative and functional uses of window treatments. (Cont'd)
	1.3 select appropriate styles of window treatments for different types of windows.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
1.2.5 have the learners form small groups to observe five window types and prepare guidelines for making each type beautiful. Discuss the activities in class. Have the learners use How to make your windows beautiful (appendix, p. A-5).	APPENDIX: How to make your windows beautiful, p. A-5.
1.3.1 discuss with the class the many alternatives that may be used in selecting treatments for different windows. The Anacrostic guidelines puzzle (appendix, pp. A-6-7) is suggested for assisting in the discussion.	APPENDIX: Anacrostic guidelines, pp. A-6-7. APPENDIX: Anacrostic guidelines answer sheet, p. B-2.
1.3.2 have the learners define terms in Vocabulary for drapery making (appendix, pp. A-8-12). To make this more interesting, have them play a game with it such as Password; Password directions (appendix, p. A-13) is there for your convenience.	APPENDIX: Vocabulary for drapery making, pp. A-8-12. APPENDIX: Password directions, p. A-13.
1.3.3 have the learners view and discuss the film How to select window treatments by using the How to select window treatments film guide (appendix, pp. A-14-15). After discussion have the learners design window treatments for the following problem windows: a. casement window b. dormer window c. bay window d. French window e. louvered windows	FILM 18 How to select window treatments. APPENDIX: How to select window treatments film guide, pp. A-14-15.
1.3.4 make a bulletin board display showing the latest window treatments featured in home decorating magazines; have learners place smaller versions of this bulletin board into their individual portfolio. Using the Guide to discussion for window treatment analysis (appendix p. B-3).	Magazine articles. APPENDIX: Guide to discussion for window treatment analysis p. B-3.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
1 identify types of window construction and select window treatment alternatives for each type of window construction. (Cont'd)	1.3 select appropriate styles of window treatments for different types of windows. (Cont'd)
	1.4 select the appropriate fabric for the location of the window to be treated in relation to annoyance and/or appearance.
	1.5 determine appropriate window treatments using various budgetary levels as the basis.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
1.3.5 have the learners collect six different types of drapery or curtain fabric. Label these fabric samples indicating the type of window for which each fabric would be appropriate. Also indicate the style of treatment. This will also be placed in learners' portfolios.	Drapery or curtain fabric. Might be able to obtain from local industrial or manufacturing places where scraps are common. Local drapery shop may also donate pieces.
1.4.1 discuss with learners the most appropriate materials to be used for: a. filtering light b. privacy c. temperature d. stylized appearance Have learners read Textiles for homes and people and give them guidelines set up in Guidelines for selecting fabrics (appendix, p. A-16)	BOOK 9 Textiles for homes and people, pp. 2-195. APPENDIX: Guidelines for selecting fabrics, p. A-16.
1.4.2 discuss selection of curtain/drapery fabric using the following guidelines: a. effectiveness and effect b. finish and function c. tags and testing d. guarantees and guidelines e. seller and service	
1.4.3 have the learners solve problems in Exploring window treatments (appendix, pp. A-17-28). Explain how to make a window appear wider; how to make it the center of interest; and how to make it appear to be part of the background.	APPENDIX: Exploring window treatments, pp. A-17-28.
1.5.1 discuss how the following terms are related to consumer buying principles when purchasing drapery materials for various budget levels: a. grades b. brands c. trade names d. warranty e. testing symbols f. reliable dealers	

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
1 identify types of window construction and select window treatment alternatives for each type of window construction. (Cont'd)	1.5 determine appropriate window treatments using various budgetary levels as the basis. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
1.5.2 have the learners compile an individual portfolio of ideas to be used in window treatments for a bedroom measuring 9' by 12' incorporating 2 windows 64" by 96" with a budget of $100.00 as well as other amounts of monies and living conditions (social and cultural) using Guidelines for selecting fabrics (appendix, p. A-16) and Factors to consider in determining window coverings (appendix, p. A-29).	APPENDIX: Guidelines for selecting fabrics, p. A-16. APPENDIX: Factors to consider in determining window coverings, p. A-29.
1.5.3 have the learners as part of HERO activities interview people who have just moved into a home requiring new window treatments, or select a floor plan of their own and then choose new window treatments. Determine the cost of the hardware and accessories using Fabric estimation problems (appendix, pp. A-30-31, B-4-5) as guidelines.	Secure speakers from local drapery shops, Sears, etc., to discuss hardware, accessories, and costs of both. APPENDIX: Fabric estimation problems, pp. A-30-31, B-4-5.
1.5.4 have the learners conduct an interview or make a survey of their own home to determine the life expectancy of the window treatments and their approximate cost when new and approximate cost to replace or up date. Summarize their findings under a heading similar to: Costless curtains or What happens with windows. Use the Window survey sheet (appendix, p. A-32).	APPENDIX: Window survey sheet, p. A-32.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
2 demonstrate usage of appropriate equipment.	2.1 identify appropriate equipment used in construction of draperies in the home.
	2.2 identify appropriate equipment used in commercial or industrial constuction of draperies.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
2.1.1 have the learners read Household equipment, pp. 422-437, to determine the parts of a sewing machine and their functions. Use the guide, The sewing machine (commercial and home) (appendix, p. A-33) to aid in discussion.	BOOK 7 Household equipment, pp. 422-437. APPENDIX: The sewing machine, p. A-33.
2.1.2 develop a collage illustrating basic tools used in window covering measurement. Set up exhibits on tables for viewing and handling. Use an aid in discussion, Equipment selection discussion guide, (appendix, pp. A-34-35).	APPENDIX: Equipment selection discussion guide, pp. A-34-35. CURRICULUM MATERIALS 14 Home furnishings aide, pp. 99-114. Examples of tools a. sewing machine b. shears and scissors c. hem gauge d. needle/thread e. steel tape measure f. carpenter's rule g. tailor tack h. tracing paper i. tracer
2.2.1 have the learners identify various machines used in window covering procedures. For each machine, explain its function. To make more interesting, play the Equipamid game (appendix, p. A-36, B-6).	APPENDIX: Equipamid, p. A-36, B-6.
2.2.2 describe and stress safety precautions for each piece of equipment used. Use a list of these under the title, Safety procedures (appendix, p. B-7).	APPENDIX: Safety procedures, p. B-7.
2.2.3 demonstrate usage of the utility ironer and have the learners practice using this ironer.	
2.2.4 have the learners draft and plan for a simulation workroom. In doing so have them operate these machines: a. stem irons b. blindstitch c. pleater or tacker A suggested way to illustrate a role play situation is the Drapery shop drama (appendix, p. A-37).	APPENDIX: Drapery shop drama, p. A-37.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
3. select and prepare fabric treatments for installation.	3.1 identify measuring equipment and use it properly.
	3.2 demonstrate the ability to measure the window accurately.
	3.3 identify various types of natural fibers.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
3.1.1 demonstrate to the class the correct way to handle a steel tape measure and a carpenter's rule. Have each learner demonstrate the procedures shown.	Tools and equipment.
3.1.2 describe and stress safety precautions for each procedure taking place. Use a list entitled Safety procedures (appendix, p. B-7).	APPENDIX: Safety procedures, p. B-7.
3.1.3 have the learners measure draperies available. Have them: a. measure a window b. measure a drapery by using the proper equipment.	
3.2.1 have the learners write down the techniques of measuring a window. Have them explain to the class the ranges of measurement top to bottom--left side to right side. Use the suggested list of Procedures in measuring a window (appendix, p. A-38).	APPENDIX: Procedures in measuring a window, p. A-38.
3.2.2 assign the learners a window in the classroom to measure--have all of the learners demonstrate their technique to the class.	
3.2.3 have the learners: a. measure a window using a carpenter's rule b. measure a window with a steel tape measure c. measure a window with a cloth tape d. compare measurement results and have the learners explain which tool was the best to use and why e. design a written guide for selecting measuring tools to be inserted into individual learner's portfolio.	APPENDIX: Measuring windows accurately, p. A-41.
3.3.1 have the learners answer the study questions in the Anacrostic guidelines (appendix, pp. A-39-40) after reading information regarding windows and window treatments.	APPENDIX: Anacrostic guidelines, pp. A-39-40. APPENDIX: Anacrostic guidelines answer sheet, p. B-8. PAMPHLET 15 How to select window treatments.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
3 select and prepare fabric treatments for installation. (Cont'd)	3.3 identify various types of natural fibers. (Cont'd)
	3.4 identify various types of synthetic fibers.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
3.3.2 have the learners secure pieces of fabric used in window treatments to be cut up into swatches to learn different fiber content. For example, the learners might go to department stores, fabric or upholstery shops for the purpose of securing books and swatches. Use Identifying fiber and yarn characteristics (appendix, pp. A-42-43) as a guide.	Department stores, fabric and upholstery shops. APPENDIX: Identifying fiber and yarn characteristics, pp. A-42-43.
3.3.3 have the learners secure window treatment fabric samples of each type of fiber listed: a. 1. cotton 2. linen 3. silk 4. wool b. have the learners make a list of window treatment products often made from the above fibers	
c. have the learners prepare a chart showing fiber properties and characteristics using samples of each fiber listed. Have learners attach each fiber they are describing to its appropriate place on chart. Use the Natural fiber characteristics chart (appendix, pp. A-44).	APPENDIX: Natural fiber characteristics, pp. A-44.
d. have the learners investigate the labels of their fabric items to find: 1. fiber content 2. use and care properties 3. flammability e. have the learners answer the question: How does the fiber content add to the satisfaction of the product? to its safety of the use? have the learners place all items completed within their individual portfolio.	
3.4.I have the learners make a bulletin board collage using different synthetic fibers, materials and blends suitable for window treatments using Guidelines for selecting fabrics (appendix, p. A-16) and Factors to consider in determining window coverings (appendix, p. A-29).	APPENDIX: Guidelines for selecting fabrics, p. A-16. APPENDIX: Factors to consider in determining window coverings, p. A-29.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
3 select and prepare fabric treatments for installation. (Cont'd)	3.4 identify various types of synthetic fibers. (Cont'd)
	3.5 recognize and treat fabric that needs to be pre-shrunk by utilizing label information, fabric knowledge and fabric testing.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
3.4.2 have the learners secure samples of: a. acetate, glass, rayon, acrylic, nylon, polyester, modacrylic, triacetate b. have learners make a list of products often made from each fiber above. c. have learners prepare a chart showing fiber properties and characteristics using samples of each fiber listed by using the chart, Synthetic fiber characteristics (appendix, pp. A-45-46). After review by teacher for corrections, learners will place material in their portfolios.	Local department stores, for left-over bolts; manufacturers for scraps; drapery shops or fabric stores. APPENDIX: Synthetic fiber characteristics, pp. A-45-46.
3.4.3 have the learners visit a fabric shop in order to observe the fibers listed in 3.3.3. Observe how fabrics feel and smell and ask learners to determine, without reading the label, what type of care and usage they would recommend.	Local fabric shop.
3.5.1 have the learners collect label or bolt-end information from at least five different types of fabric showing: a. name of fabric b. fiber content c. care instruction d. width of fabric e. cost per yard Attach a sample of each fabric to their information to be used in portfolio.	
3.5.2 collect samples of material which needs to be pre-shrunk.	Samples of material, 4"x4".
3.5.3 demonstrate procedures for preparing fabric prior to pre-shrinking. Have the learners read Textiles for homes and people.	BOOK 9 Textiles for homes and people, pp. 386-387.
3.5.4 have the learners determine, by actually pre-shrinking fabric by various methods, which method would be best suited for the fabric.	
3.5.5 have the learners pre-shrink fabric and crinoline.	Fabric, crinoline.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
3 select and prepare fabric treatments for installation	3.6 demonstrate methods of straightening fabric by pulling on the bias until the lengthwise and crosswise threads are at right angles and by ironing the fabric straight.
	3.7 demonstrate ability to prepare the heading for a lined drapery.
	3.8 demonstrate ability to hem sides and bottom of the drapery.
	3.9 identify the ability to miter corners of drapery.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
3.6.1 have the learners straighten fabric by: a. pulling a crosswise thread b. cutting fabric on this line to determine straight grain c. straightening by pulling and/or ironing	PAMPHLET 17 How to sew draperies. Fabric.
3.6.2 have the learners turn in written information on steps in 3.6.1.	
3.7.1 demonstrate correct procedure for attaching crinoline in place.	PAMPHLET 17 How to sew draperies.
3.7.2 have the learners attach crinoline along top of the drapery panel and baste the heading in place.	Crinoline, drapery panel.
3.7.3 have the learners evaluate each others work using the Evaluation sheet for lining in draperies (appendix, p. A-47) as a guide.	APPENDIX: Evaluation sheet for lining in draperies, p. A-47.
3.8.1 select learners at random to describe the correct procedure for hemming the sides and bottom of draperies using information from the pamphlet, How to sew draperies.	PAMPHLET 17 How to sew draperies.
3.8.2 demonstrate to the class various types of stitches, select examples of correct and incorrect work, and display. Have class hold open discussion and their assessment of each. Identify guidelines for producing the correct stitching, Stitches used in drapery construction (appendix, pp. A-48-49).	APPENDIX: Stitches used in drapery construction, pp. A-48-49.
3.8.3 have the learners practice hemming sides and bottoms of the drapery.	
3.9.1 demonstrate proper procedure for mitering corners.	PAMPHLET 17 How to sew draperies.
3.9.2 discuss the importance of neatness and following through for each step of the process.	Materials needed for 3.8.3, 3.9.1 & 3.9.3: fabric scissors needle/thread hem gauge steel tape measure
3.9.3 have the learners practice cutting away and mitering four corners. Slip-stitch in place.	

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
3 select and prepare fabric treatments for installation. (Cont'd)	3.10 identify ability to prepare lining for the drapery. (Cont'd)
	3.11 demonstrate ability to attach lining to drapery.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
3.10.1 demonstrate the correct procedure for cutting the lining and then as each learner cuts their lining, watch for correct procedures.	PAMPHLET 17 How to sew draperies. Materials needed for 3.10.1 and 3.10.2: scissors fabric needle/thread hem gauge steel tape measure
3.10.2 have the learners prepare top and side edges of lining for attaching to drapery. Also have the learners prepare a written evaluation on the performance of the other students' lining attachments to be handed in.	PAMPHLET 17 How to sew draperies.
3.10.3 have the learners prepare bottom of the lining.	PAMPHLET 17 How to sew draperies.
3.11.1 have the learners attach lining to the drapery.	PAMPHLET 17 How to sew draperies.
3.11.2 establish evaluation panel from within class and have the learners evaluate each other's work using Evaluation sheet for lining in draperies (appendix, p. A-47).	APPENDIX: Evaluation sheet for lining in draperies, p. A-47.
3.11.3 collect written evaluations performed in 3.10.2 and discuss in class then have learners place in their individual portfolio.	

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
4 select and prepare non-fabric treatments for installation.	4.1 identify the non-fabric window treatments.
	4.2 demonstrate the ability to select non-fabric treatments according to customer's preferences and income ability.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.1.1 have learners research and present reports on: a. shades and their functions b. shutters and their functions c. blinds and their functions d. hinged panels and their functions Have learners include illustrations of each light control method in reports to be placed in their portfolio.	Materials needed: written report to be handed in pictures of particular window treatment
4.1.2 have learners construct a display including: a. cornices b. valances c. lambrequins	
4.1.3 provide for learners a tour of a large furniture store with areas devoted to certain themes or furniture styles and groupings. Have the learners observe the placement of non-fabric treatments. Within these displays, how has the window treatment been used to: a. emphasize style, period or theme b. create a center of attention c. minimize or maximize the size of the room or window Have learners use the Field trip discussion guide (appendix, pp. A-50-51) in analyzing these displays.	Local furniture store. APPENDIX: Field trip discussion guide, pp. A-50-51.
4.2.1 establish with learners the criteria which they should use in assisting customers in choosing the proper non-fabric treatment. Use guidelines suggested in Factors to consider in determining window coverings (appendix, p. A-29).	APPENDIX: Factors to consider in determining window coverings, p. A-29.
4.2.2 have two learners role play the customer-salesperson technique and have them reach a decision based on the factors presented in 4.2.1. You may also suggest simulating a merchandising setting, etc.	

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
4 select and prepare non-fabric treatments for installation. (Cont'd)	4.2 demonstrate ability to select non-fabric treatments according to customer's preferences and income ability. (Cont'd)

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
4.2.3 demonstrate the many alternatives available for covering bare windows: a. strings of beads b. mobiles c. plants d. utensils Use Meeting the customer's needs (appendix, pp. A-52-54) as a guide.	APPENDIX: Meeting the customer's needs, pp. A-52-54.
4.2.4 have each learner take a floor plan to be used for the purpose of placement of non-fabric treatments in order to: a. emphasize the center of interest b. make the room appear larger c. make the room appear smaller Use Floor plan placement (appendix, p. A-55) as a guide.	APPENDIX: Floor plan placement, p. A-55.
4.2.5 have the learners design window treatment which leaves the window almost bare. Display these ideas to the class. Then discuss the factors of imagination, beauty, creativity, etc. Have learners state what guidelines are appropriate for use in designing such window treatments.	
4.2.6 have the learners evaluate these floor plans as to whether they meet the assigned purpose in 4.2.4 and for: a. neatness b. creativity c. sale potential d. ease of installation e. cost comparisons This evaluation is the Floor plan assessment (appendix, p. A-56).	APPENDIX: Floor plan assessment, p. A-56.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
5 install various window treatments.	5.1 demonstrate ability to select hardware which is appropriate for various window treatments.
	5.2 demonstrate ability to mount selected hardware.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
5.1.1 identify various types of hardware and their effect on treatments for windows.	CURRICULUM MATERIALS 14 Home furnishings aide, pp. 285-297. Provide actual samples of the various types of hardware, such as: cafe rings, traverse rods, double-extension rods, and pleater hooks.
5.1.2 have the learners choose appropriate hardware based on the following: a. style of window b. function of window c. compatibility with decor d. cost e. durability	
5.2.1 have the learners mount the hardware: a. covering window frame b. extending on each side c. covering entire wall	CURRICULUM MATERIALS 14 Home furnishings aide, pp. 285-297. Hardware: weights, molly bolts, pin-on hooks, bracket adapter and supports.
5.2.2 have the learners conceal rods and fixtures using: a. cornices b. swags Use Cornices and swags: Construction factors (appendix, p. A-57) as a guide.	APPENDIX: Cornices and swags: Construction factors, p. A-57. Materials needed: scissors needle/thread iron/ironing board measuring equipment glue staples/nails sewing machine tacks
5.2.3 have the learners evaluate work according to: a. neatness b. is treatment appropriate to its function c. creativity d. meeting the requirements of purpose A suggested way to evaluate is the Evaluation sheet for cornices and swags (appendix, p. A-58).	APPENDIX: Evaluation sheet for cornices and swags, p. A-58.

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
6 establish and build working relations with the clientele and fellow employees and employers.	6.1 identify factors or characteristics which influence the successful completion of interactions in business.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
6.1.1 discuss various principles of salesmanship with real life situations related to the window covering business. Illustrate and discuss each principle, using Principles of salesmanship (appendix, pp. A-59-60).	APPENDIX: Principles of salesmanship, pp. A-59-60.
6.1.2 have the learners list characteristics which they consider important to aid in establishing working relations with the customer. For example, friendly, concise, direct, informal, etc.	CURRICULUM MATERIALS 11 Personal development.
6.1.3 have the learners role play a selling situation using the guidelines set up for them under the title, What to say or not to say (appendix, p. A-61).	APPENDIX: What to say or not to say, p. A-61.
6.1.4 have the learners select and discuss elements for personal hygiene which influence how the clientele react to the employee.	
6.1.5 discuss proper selection and maintenance of clothing appropriate for this occupation.	
6.1.6 have the learners observe window covering salespersons and their appearance. Discuss appropriateness of their appearance.	Window covering salespersons.
6.1.7 arrange with employers of local home decorators (also commercial and industrial) for learners to have a maximum of three weeks actual work experience.	Local home decorators, commercial and industrial.
6.1.8 have learners reassemble after work experience for post assessment and exploration of their future needs as employees and concerns for their career.	

COMPETENCIES	OBJECTIVES
The learners will be able to:	The learners will:
6 establish and build working relations with the clientele and fellow employees and employers. (Cont'd)	6.2 demonstrate ability to behave in a manner which facilitates and maximizes employee-clientele relations.

SUGGESTED STRATEGIES	REFERENCES AND RESOURCES
The teacher will:	
6.2.1 have the learners make lists of behaviors involved in the salesmanship process and draw conclusions regarding how employee behavior influences the reactions of the clientele.	
6.2.2 have the learners role play a situation where the employee behavior created negative customer reactions. In each situation have the learners apply behavioral controls which would tend to improve or enhance the employee-clientele rapport.	
6.2.3 discuss with learners how to develop appropriate employee behavior. For example, practice smiling, listening, and modulating one's voice.	
6.2.4 select, in advance, learners to practice behavioral courtesies which effect employee-customer relations using Employee-customer relations (appendix, p. A-62) as a guide.	APPENDIX: Employee-customer relations, p. A-62.
6.2.5 select case studies which tell of those who have difficulties in relating in a positive way to clientele.	CURRICULUM MATERIALS 11 Personal development, pp. 15-30.
6.2.6 have the learners role play the following employee-customer conversational sequence: a. begin a conversation b. conduct a conversation c. terminate a conversation	

This module was developed to be used in conjunction with the module, Securing Employment in Home Economics Occupations.

REFERENCES

BOOKS

1 Barnes, J. Starting from scratch: A guide to home decorating. New York, New York: Hawthorn Books, Inc., 1968.

2 Better Homes & Gardens. Decorating book. Des Moines, Iowa: Meredith Corp., 1975.

3 Better Homes & Gardens. Handyman's guide. Des Moines, Iowa: Meredith Corp., 1975.

4 Faulkner, R., & Faulkner, S. Inside today's home. New York, New York: Holt, Rhinehart and Winston, 1975.

5 Fitzsimmons, C., & White, N. Management for you. New York, New York: J. B. Lippincott Co., 1969.

6 Garrett, P. Consumer housing. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1972.

7 Peet, L., Pickett, M., Arnold, M., & Wolf, I. Household equipment. New York, New York: John Wiley & Sons, Inc., 1975.

8 Sherwood, R. F. Homes, today and tomorrow. Peoria, Illinois: Chas. A. Bennett Co., Inc., 1972.

9 Vanderhoff, M., Franck, L., & Campbell, L. Textiles for homes and people. Lexington, Massachusetts: Ginn & Co., 1973.

CURRICULUM MATERIALS

10 Florida State Department of Education, Home Economics Education Section. Resource guide for housing and home furnishings. Tallahassee, Florida: Author, 1970.

11 Kentucky State Department of Vocational Education. Personal development. Lexington, Kentucky: Curriculum Development Center of Kentucky, n.d.

12 New Mexico State University. Make your own draperies. University Park, New Mexico: Author, n.d.

13 Oltmanns, B. J. Fabrication of household textiles: An occupational training guide. Albuquerque, New Mexico: Albuquerque Public Schools, 1973.

14 Texas Tech University, Home Economics Instructional Materials Center. Home furnishings aide. Lubbock, Texas: Author, 1969.

PAMPHLETS

15 Sears, Roebuck & Co., Public Relations. *How to select window treatments*. Chicago, Illinois: Author, 1970.

16 Valentine, C. *How to sew cafe curtains*. Chicago, Illinois: The Singer Co., 1974.

17 Valentine, C. *How to sew draperies*. Chicago, Illinois: The Singer Co., 1974.

RESOURCES

FILM

18 Sears, Roebuck & Co. *How to select window treatments*. Chicago, Illinois: Author, 1970. This film deals with a basic plan for successful window treatments: size, location and architecture of the windows; style of furnishings; and the requirements for light, ventilation and privacy.

KITS

19 McGraw-Hill Films. *Home decoration series*. New York, New York: Author, n.d.

20 Sears, Roebuck & Co., Public Relations. *How to select window treatments*. Chicago, Illinois: Author, 1970.

APPENDIX A
Strategy 1.1.1

Name________________________

TERMINOLOGY

Directions: Define the following terms in the space provided.

Window Types and Styles

1. double hung sash window
2. sliding window
3. casement window
4. louvered or jalousie window
5. awning
6. strip window
7. french door window
8. picture window
9. bay window
10. bow window
11. dormer window
12. window walls
13. clerestories

Name ______________________

TERMINONOLOGY #2

Directions: Define the following terms in the space provided.

Natural Fibers

1. cotton

2. linen

3. silk

4. wool

APPENDIX A
Strategy 1.2.4

Name______________________________

WINDOW EVALUATION SHEET

Directions: Read each question and then answer in the space provided.

1. Do the windows give the front of the house a balanced appearance? Why or why not?

2. How many types of windows are used in the entire house? Name each type and list their function for this particular house.

Name________________________

3. What are the functions of the window treatments?

HOW TO MAKE YOUR WINDOWS BEAUTIFUL

Form small groups. With the members of your group observe at least five different types of windows. For each type of window, prepare guidelines and suggestions for making that window beautiful. Include at least three different and inexpensive ways to cover each type of window. Use this sheet to record the written suggestions, for the sketches or paintings of the window treatments use poster and artist materials. Present your ideas to the class. Discuss.

TYPE ONE________________________

TYPE TWO________________________

TYPE THREE______________________

TYPE FOUR_______________________

TYPE FIVE_______________________

APPENDIX A
Strategy 1.3.1

Name__________________________

ANACROSTIC GUIDELINES

Directions: Fill in the appropriate word in the blank spaces of the puzzle on the following page. You have been given four clues. In addition, this sheet contains all of the words which are to be used in the puzzle.

3 letters

air
cut
pin
rod

4 letters

cafe
clip
ring
sash
silk
sill
swag
tier
wood

5 letters

cloth
homes
light
linen
rayon
ruler
screw

6 letters

casing
fabric
length
lining
needle
shades
useful

7 letters

acetate
dacrons
hangers
install
pattern
privacy

8 letters

bracket
function
hardware
louvered

9 letters

draperies
fiberglas
formality
crinoline

10 letters

appearance
consultant
decorative
economical
individual

11 letters

furnishings
imagination
ventilation

12 letters

architecture
construction
contemporary
measurements

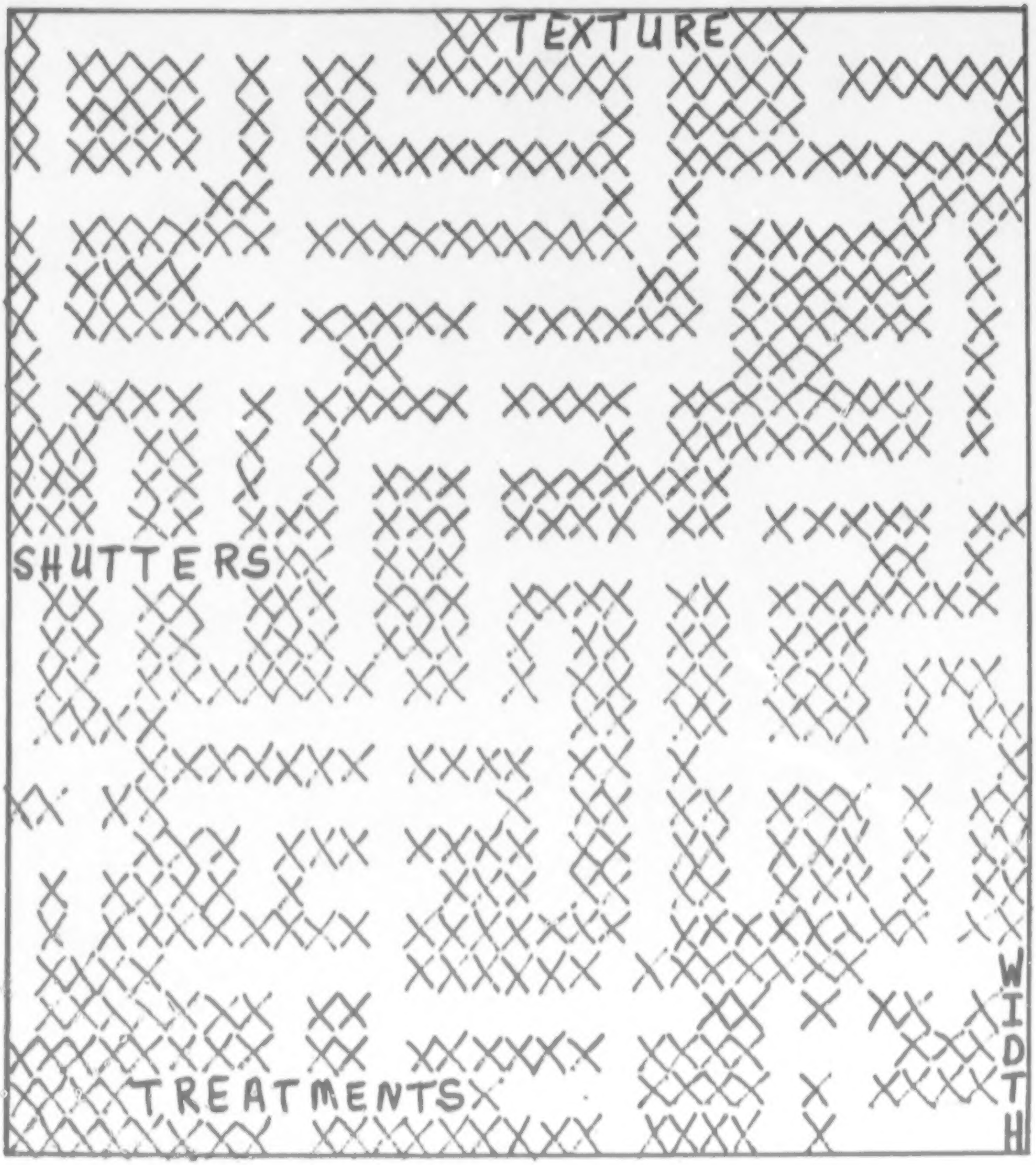
13 letters

corner window
sewing machine

APPENDIX A
Strategy 1.3.1

Name________________________

ANACROSTIC GUIDELINES #1


TEXTURE
SHUTTERS
TREATMENTS
WIDTH

APPENDIX A
Strategy 1.3.2

Name____________________

VOCABULARY FOR DRAPERY MAKING

Directions: Define the following terms in the space provided.

I. Window Types

1. in-or-out swinging casement
2. ranch type or sliding window
3. double or multiple window
4. corner window
5. arched window

II. Window Hardware

1. single extension rod
2. double extension rod
3. curved extension rod
4. cafe rod
5. decorative swinging rod
6. traverse rod
7. cafe rings
8. pleater rings
9. pleater hooks

Name________________________

II. Window Hardware (continued)

10. pin-on hooks

11. weights

12. bracket adapter and supports

13. toggle bolt

14. molly bolt

15. hook and screw anchor

16. pleater tape

17. shirring tape

18. Austrian shade tape

19. Roman shade tape

20. transverse rigged

III. Window Treatments

1. shirred glass curtains

2. sash curtains

3. traverse curtains or draperies

Name____________________

III. Window Treatments (continued)

4. cafe curtains

5. ruffled curtains

6. criss-cross curtains

7. swinging door or window draw draperies

8. roller shades

9. venetian blinds

10. Austrian shades

11. Roman shades

12. shutter contrast coverings

13. cafe-type draw draperies

14. swinging rod treatment

15. dimensional curved

16. arched

17. slanted traverse draperies

18. valance

Name_______________________________

III. Window Treatments (continued)

19. swags

20. cascades

21. cornices

22. lambrequins

23. jabot

24. tiers

IV. General Terms

1. length

2. return

3. master slides

4. overlap

5. apron

6. jamb

7. sash

8. sill

Name ______________________________

IV. General Terms (continued)

9. casing

10. heading

11. hems

12. box pleats

13. pinch pleats

14. folded pleats

15. French pleats

16. cartridge pleats

17. band trimming

18. quilt block

19. selvage

20. shrinkage allowances

PASSWORD DIRECTIONS

Directions: Follow the guidelines below in playing Password with the Vocabulary for drapery making, pp. A-8 to A-12.

1. Divide into groups of five.

2. Four people will be on two panels consisting of two players and the 5th person will keep score. This person will also be responsible for listening for parts of the descriptors being used as clues. When this happens, it is the fifth person's responsibility to take away that turn before the partner has a chance to answer.

3. Object of the game is to win 10 points. This is done by guessing words given to each player, alternately, by using descriptive terms which illustrate that particular word. For example, the word sill: clues may be located beneath the rod and above the apron.

4. Scoring is based on how many clues are given until the player guesses the word. For example, if it takes the player three clues, he gets 8 points, etc.

5. Upon collecting 10 points, the winners are announced and go on to meet new challengers. The game can go on until time is up or champions have arisen.

Name_______________________

HOW TO SELECT WINDOW TREATMENTS FILM GUIDE

Directions: Answer each question in the space allowed.

1. What factors should be carefully considered in designing window treatments:
   a.
   b.
   c.

2. What is the first step in determining the final choice for your decorative covering?

3. Define the windows listed below:
   a. picture window -
   b. double hung sash -
   c. casement window -
   d. clerestory window -

4. List the items which help influence your final choice of window coverings:
   a.
   b.
   c.
   d.
   e.

5. What two purposes do the under-and-over draperies serve:
   a.
   b.

Name_______________________

6. Identify what a valance is:

7. Silk is a natural fiber, it possesses these characteristics:
   a.
   b.
   c.
   d.
   e.

8. Of the synthetic fibers listed in the film, which one is least expensive?

9. The basic plan for selecting window treatments established in this film includes:
   a.
   b.
   c.
   d.
   e.
   f.
   g.

10. In buying hardware for your window treatment you should buy one which best fits the function that the window covering is hoping to serve. True or False (circle correct answer)

GUIDELINES FOR SELECTING FABRICS

There are many factors to consider as guidelines for selecting window covering fabric. Because guidelines assist the window covering specialist in performing his occupational tasks, it is important that you know and use such guides. Guidelines for fabric selections include:

1. Purchase enough fabric so that the finished product appears full and not skimpy.
2. Allow sufficient fabric for the pleating, shirring, or special effects required or desired.
3. Consider additional amounts of fabric needed for textured or patterned materials.
4. Test the fabric prior to purchase for draping qualities.

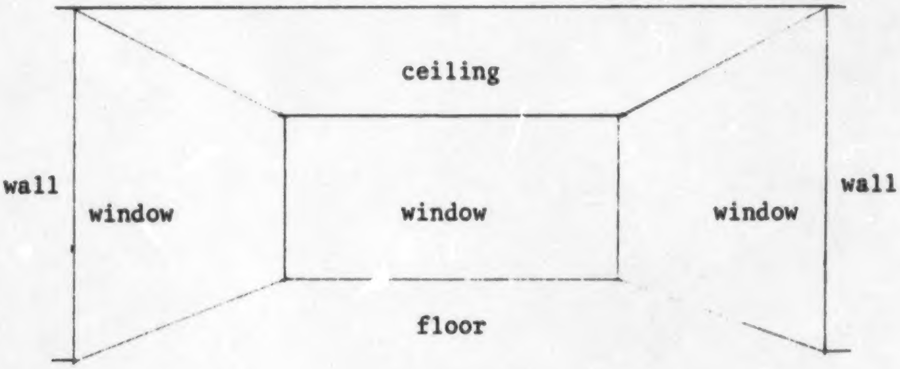
Based upon these examples, add other guidelines for fabric selection. Discuss these with your fellow class members. Share your ideas.

Name ____________________

EXPLORING WINDOW TREATMENTS

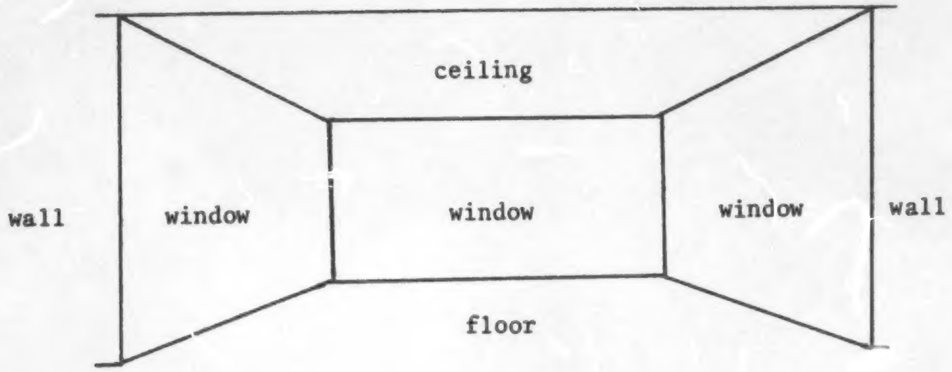
Directions: Using the examples below, draw different window treatments on the window illustrating how to:

a. make the window appear to be wider
b. make the window to be the center of interest in the room
c. make the window appear to be part of the background setting in the room.


ceiling
wall
window
window
window
wall
floor

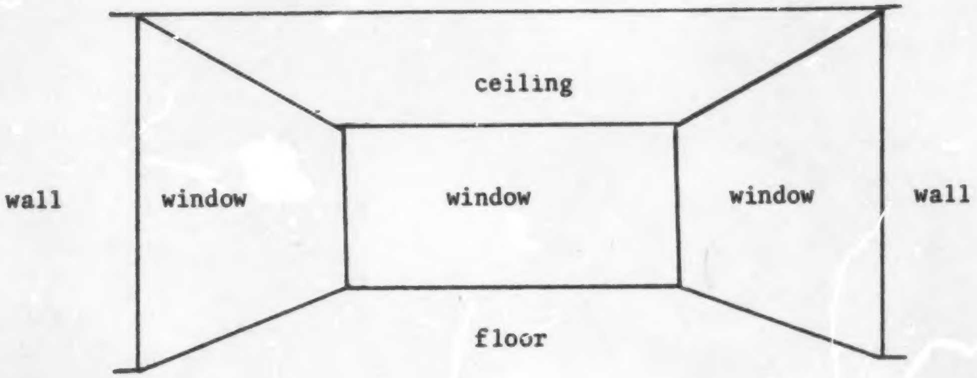
Bay Window

Name ______________________________


ceiling
wall
window
window
window
wall
floor

Bay Window

Name ______________________________


ceiling
wall
window
window
window
wall
floor

Bay Window

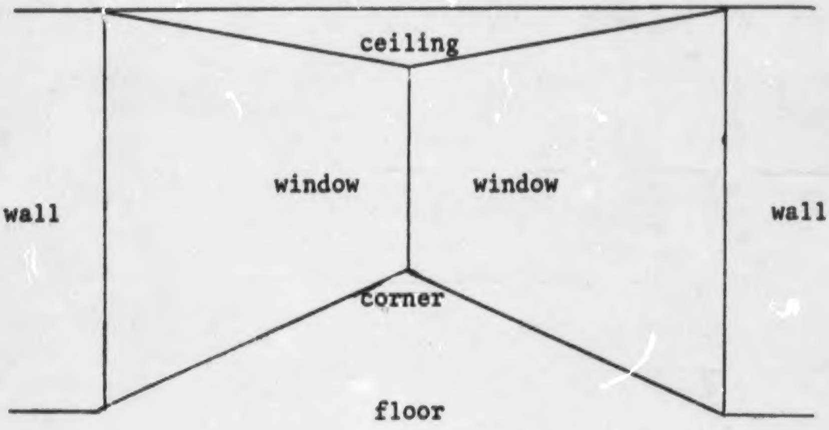
APPENDIX A
Strategy 1.4.3

Name______________________________

EXPLORING WINDOW TREATMENTS

Directions: Using the examples below, draw different window treatments on the window illustrating how to:

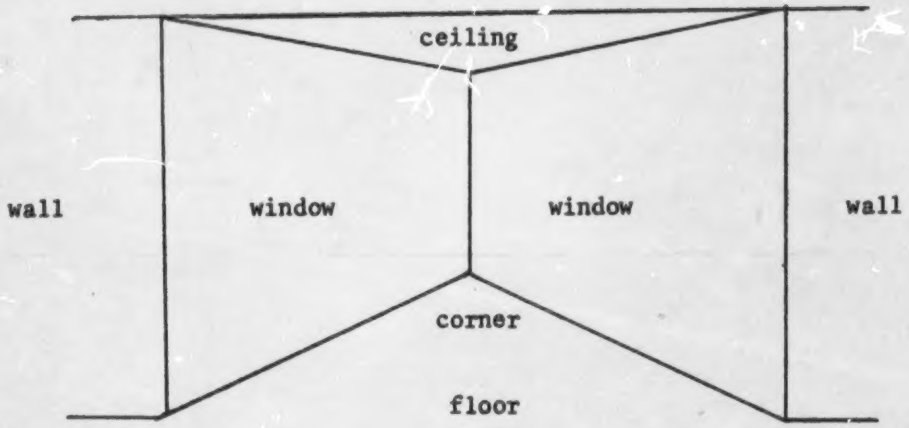
a. make the window appear to be wider
b. make the window to be the center of interest in the room
c. make the window appear to be part of the background setting in the room.


ceiling
window
window
wall
wall
corner
floor

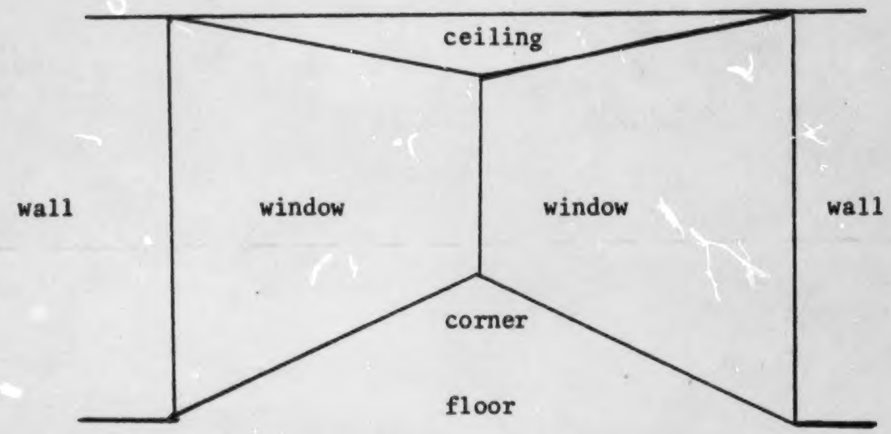
Window Wall

APPENDIX A
Strategy 1.4.3

Name ______________________


ceiling
wall
window
window
wall
corner
floor

Window Wall


ceiling
wall
window
window
wall
corner
floor

Window Wall

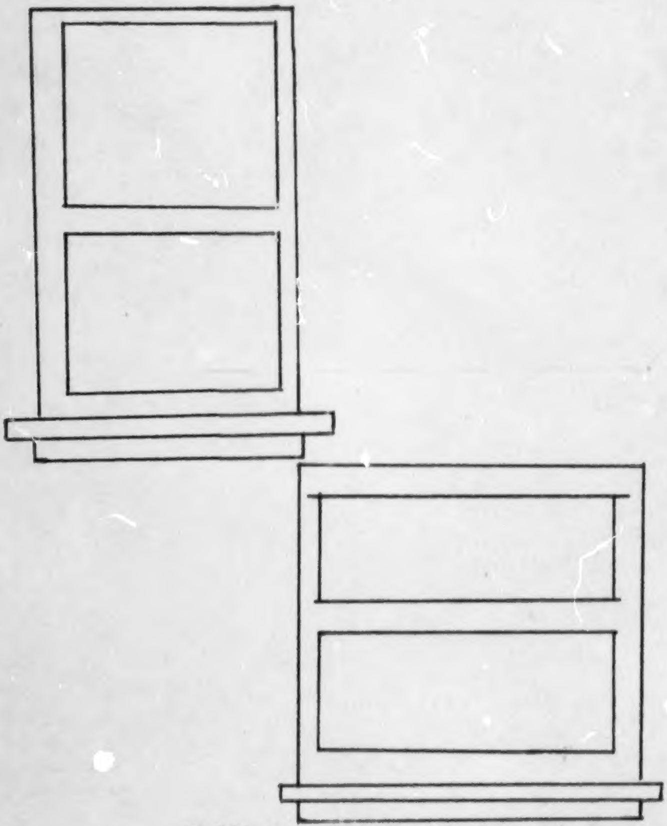
APPENDIX A
Strategy 1.4.3

Name______________________________

EXPLORING WINDOW TREATMENTS

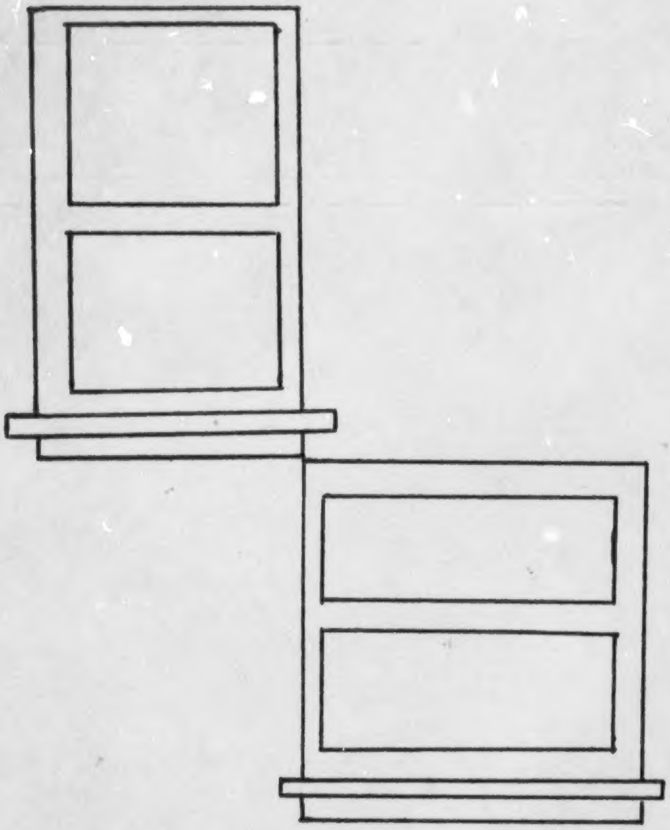
Directions: Using the examples below, draw different window treatments on the windows illustrating how to:

a. make the window appear to be wider
b. make the window to be the center of interest in the room
c. make the window appear to be part of the background setting in the room.

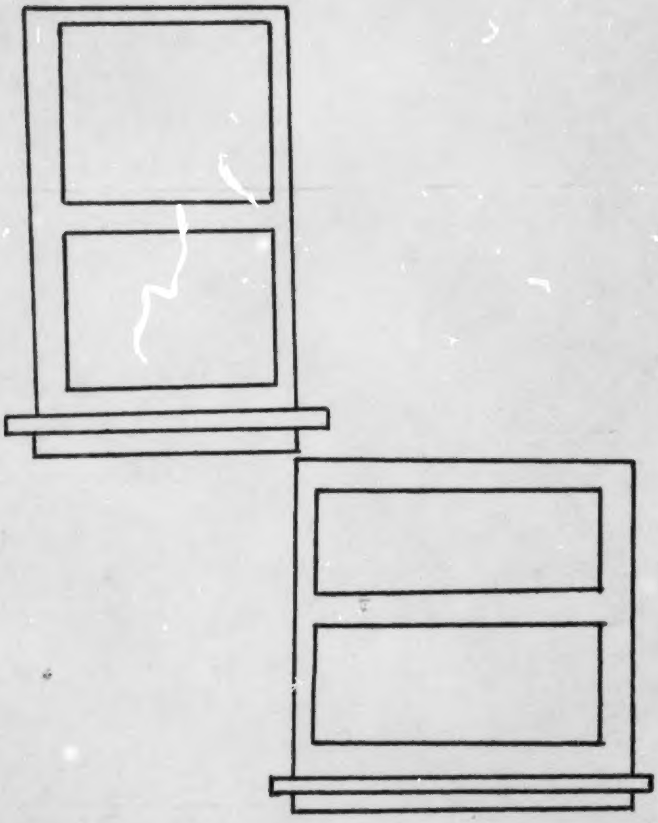


Different size, side by side

Name ______________________________



Different size, side by side



Different size, side by side

APPENDIX A
Strategy 1.4.3

Name______________________

EXPLORING WINDOW TREATMENTS

Directions: Using the examples below, draw different window treatments on the windows illustrating how to:

a. make the window appear to be wider
b. make the windows to be the center of interest in the room
c. make the windows appear to be part of the background setting in the room.

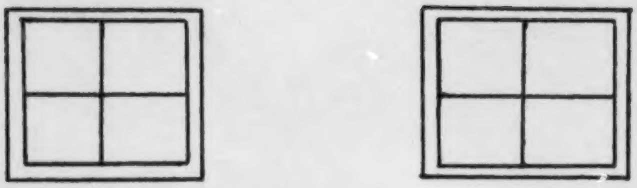
Small Windows

Name ______________________________

Small Windows

APPENDIX A
Strategy 1.4.3

Name ______________________________



Small Windows

APPENDIX A
Strategy 1.5.2, 3.4.1,
4.2.1

Name____________________________

FACTORS TO CONSIDER IN DETERMINING WINDOW COVERINGS

Directions: In selecting the appropriate window covering, analyze the window(s) answering the following questions each time:

1. What is the function of the window covering?

2. What type of window covering is best suited for this function?

3. What is the comparative cost of each type of covering?

4. How durable is each type of window covering?

5. Is the window covering safe?

6. Can the window covering be cared for using normal, usual, or easy cleaning methods?

7. Will the customer find the window covering appropriate?

8. Does the window treatment suit the decor?

Name________________________

FABRIC ESTIMATION PROBLEM

Directions: Estimate how many yards of fabric are needed for draperies, with 100% fullness, using the information below: Show all computations, step by step, on this sheet.

Dimensions of the area:	144 inches wide
To be draped:	96 inches long
Fabric width:	48 inches

For the above problem, select hardware and accessories using catalogs and visits to retail and wholesale outlets. List each of your selections below and give the item and total cost. Discuss your choices with your learning group and your supervisor.

Name ____________________________

FABRIC ESTIMATION PROBLEM

Directions: Estimate how many yards of fabric are needed to drape the area described below with 100% fullness. Show all computations step by step on this sheet.

Dimensions of the area: 136 inches wide
72 inches long

Fabric width: 48 inches

Pattern repeat in fabric: 19 inches

For more effective use of your drapery window treatment, it is important to select the appropriate hardware and accessories which are available in many variations. Select hardware and accessories for the above described area. Use catalogs for descriptions and pricing of your choices. Visit retail or wholesale outlets and examine your selections. List each below and give the item and total cost. Discuss with your learning group and your supervisor.

Name________________________

WINDOW SURVEY SHEET

Directions: Observe the windows in a home.
Answer each question in the space allowed. Add other questions if you wish.

1. What window treatments are found in the home? (Describe what particular type of those checked)

____draperies

____curtains

____shutters

____blinds

____screens or hinged panels

____shades

____plants

____bare windows

2. When did you purchase these window treatments?

3. What was the original cost?

4. Of what materials are the window treatments constructed?

APPENDIX A

Strategy 2.1.1

Name ______________________

THE SEWING MACHINE

Directions: Without the aid of books or notes, name each part of of the sewing machine provided in your classroom. Especially note the purpose of each part and orally explain the function of each part to your supervisor. As you name each part and explain its function, point to that part on the machine. Demonstrate threading the machine and filling the bobbin. Explain and demonstrate how to adjust the size of the stitches and the type of stitch.

PARTS TO IDENTIFY AND EXPLAIN THEIR FUNCTION INCLUDE:

TENSION DIAL

TENSION DISCS

BOBBIN WINDER TENSION DISCS

TAKE UP LEVER

PRESSURE DIAL

FACE PLATE

THREAD CUTTER

PRESSER FOOT

FEED DOGS

THROAT PLATE

SPOOL PIN

BOBBIN WINDER LATCH AND SPINDLE

BOBBIN WINDER THREAD POST

HAND WHEEL

POWER AND LIGHT SWITCHES

NEEDLE POSITION LEVER

STITCH WIDTH CONTROL

NEEDLE CLAMP

SLIDE PLATE

PRESSER FOOT LIFTER

BOBBIN

BOBBIN CASE TENSION SCREW

BOBBIN CASE

KNEE OR FOOT SPEED CONTROL

HAND WHEEL KNOB

HEAD

SEWING LIGHT

REVERSE STITCH LEVER

STITCH LENGTH CONTROL

OTHERS: (please list)

Name________________________

EQUIPMENT SELECTION DISCUSSION GUIDE

Directions: Read each question and then answer in the blank space provided.

1. Make a list of sewing machines used in window treatment construction.

   a. Which power sewing machine is mainly used to make lines of straight stitching?

   b. On which type of sewing machine must the area to be sewn be placed in the center of the stitching area of the machine?

   c. Describe 2 functions of the serging machine:
      1.

      2.

   d. In constructing draperies, what two procedures may be completed on the blindstitch machine?
      1.

      2.

2. What needle is generally used for handstitching?

3. Needles are available to you packaged in two ways. They are:
   a.

   b.

APPENDIX A
Strategy 2.1.2

Name________________________

Directions: Read each question and then answer in the blank space provided.

4. Explain factors in choosing the correct needle for particular tasks?

5. Describe the differences between scissors and shears?

6. Make a list of at least 3 types of scissors and provide the function for each:

EQUIPAMID

This game is played similarly to the 10,000 Dollar Pyramid which is a television game show.

PERSONNEL: Two (2) teams consisting of two (2) players for each team.

A commentator who tells each player, respectively what subject category is available, discusses the rules with players, hands out the flashcards, and interacts with the players in order to keep the game moving.

A judge who determines the fairness of clues and answers.

How to Play

Teams are seated with the partners of each team facing each other. One player from each team chooses the subject category for the first round.

Within the subject category, flashcards are prepared previously by the students and the teacher which picture and name pieces of equipment or their component parts. These cards are given to one partner on each team who alternate in giving one word clues to their partner in an attempt to get the partner to say the name of the piece of equipment. The points awarded to the team who successfully names the equipment begin with 10 points for the first clue and decrease with each clue given. When the number of points available reaches zero, the commentator tells the teams and the audience the name of the piece of equipment and shows the flashcard.

The clues given muxt be one word accompanied by no gestures or facial movements.

The first team to accumulate 20 points wins. The winning team continues to play EQUIPAMID by facing other challenging teams. By proceeding in the elimination of teams, it is possible to determine a winning team for the entire class. It might be possible to arrange a game between the winning teams from various classes and thereby determine the winning team for the entire school.

The class might determine appropriate prizes for the winners.

Name ______________________________

DRAPERY SHOP DRAMA

Directions: You will be given a personnel role to play. The role play will be acted out through suggestions of your classmates and your teacher. Ask what situations you wish to depict. A list of suggested situations is included for role play. Try to construct a drapery shop and conduct actual business transactions.

Personnel Role

seamstress
cutter
pleater
ironer
sewing machine operators
boss
secretary
customers with various problems
specialists in trims, appliques, cornices, etc. (decorative functions)
consultants who hopefully will solve the customer's problems

Suggested Situations

1. take orders
2. consultant go into the customer's home
3. revise orders previously given
4. actually produce some window treatments

APPENDIX A
Strategy 3.2.1

Name ______________________________

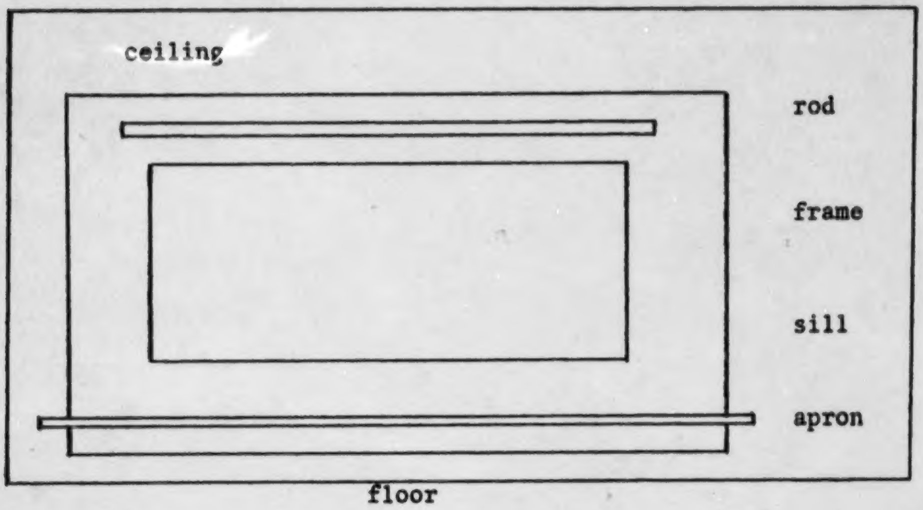
PROCEDURES IN MEASURING A WINDOW

Directions: Follow the guidelines listed below and measure a window in the classroom. Record your measurements in the appropriate space. (Note # if window not available in the classroom, measure one in another location.)

1. **Width**

   a. measure across entire window frame

   b. measure outer edges of the frame to the fixture brackets



2. **Length**

   a. measure from the bottom of the rod to the sill

   b. measure from the bottom of the rod to the lower edge of the apron

   c. measure from the bottom of the rod to the floor

APPENDIX A
Strategy 3.3.1

Name ______________________

ANACROSTIC GUIDELINE STUDY QUESTIONS

Directions: Answer the following questions in the space provided. After answering these questions, fill in the Anacrostic Guideline puzzle on the following page.

1. What is a natural fiber?

2. What are the natural fibers?

3. What are some of the characteristics of wool?

4. Define linen.

5. What are some of the processes cotton must go through to become cloth?

6. Describe silk and how it is made.

7. What is one of the most widely used natural fibers? List some of its various uses in our everyday living situations.

8. Define wool.

Name ______________________________

ANACROSTIC GUIDELINES

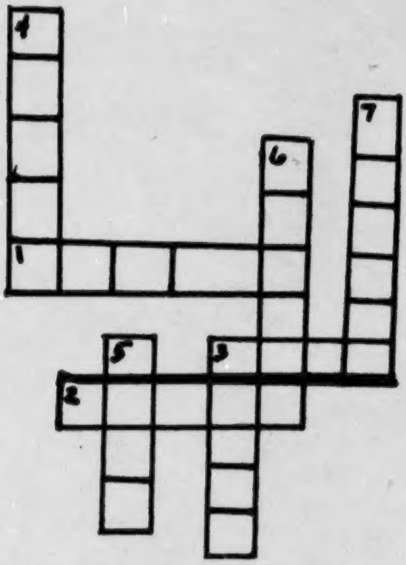
Directions: Fill in the appropriate word in the blank spaces of the questions. The place these answers in the appropriate space in the puzzle.

DOWN

3. One method for construction of natural fibers is __________.
4. Wool is made from __________.
5. ________ is spun by a worm.
6. ________ is the most widely used plant fiber.
7. Natural fibers are either from plant or ____________ tissue.

ACROSS

1. Cotton grows on a _________.
2. A most delicate natural fiber used in tablecloths and wedding gowns is __________.
3. ________ is the most widely used animal fiber.



Name________________________

MEASURING WINDOWS ACCURATELY

Directions: Follow directions given below and record all data in the appropriate space.

1. Measure a window using the following tools (record your measurements here also):

    a. carpenters rule

    b. steel tape measure

    c. cloth tape measure

2. Compare measurements and explain which tool was the best to use and why.

3. Design a written guide for selecting measuring tools.

Name ______________________________

IDENTIFYING FIBER AND YARN CHARACTERISTICS

Directions: Using magnifying equipment, identify yarn luster, fiber and weight characteristics and record data in appropriate space using following outline.

1. Supplies
   a. yarn from fabric sample
   b. magnifiers and/or microscope

2. Procedure
   a. number yarn samples
   b. for each yarn sample have an accompanying sheet of paper to record results (it should be numbered to match yarn sample)
   c. use magnifying equipment and study each fiber

3. Recording data
   a. luster characteristics
      1. dull

      2. shiny

   b. fiber characteristics
      1. staple fiber may be obtained from any 100% cotton fabric sample

      2. crimp fiber may be obtained from 100% wool fabric

      3. straight fiber may be obtained from any material that does not possess a crimp

      4. list your findings here:
         1.

         2.

         3.

         4.

   c. Use the following fabric samples to determine weight characteristics by the following procedural steps:

      Heavy: wool
      Medium: cotton, linen
      Light: silk

Name ______________________

IDENTIFYING FIBER AND YARN CHARACTERISTICS

c. (continued)

1. Estimate weights of different pieces of fabric samples by holding in your hand. Record your estimates here.

2. Now weigh the fabric sample on a scale and record that data here.

3. Compare weights and classify the fabric samples into categories of heavy, medium and light.

APPENDIX A
Strategy 3.3.3

Name ______________________________

NATURAL FIBER CHARACTERISTICS

Directions: Using fabric swatches of natural fibers, examine each for the characteristics listed below. For example to determine fammability--just hold a few yarns held with tweezers and then light with a match. Record all data in space provided. Any questions or comments you might have record beneath the chart in the space provided.

List of Equipment

water
oil
chemicals
matches
glass bowls (for the purpose of placing swatches for testing)

Properties

strength - a. pull it
b. stretch it
c. try tearing it

flexibility - a. tear it
b. rumple it

absorbency - a. soak in water
b. pour oil over it
c. place fabric over burning paper or chemical, then let it sit for a minute, and then smell it to see if the fabric sample absorbed any of the fumes

flammability - light a match to it
*caution: some fabric swatches may not be flameproof

NOTE: While performing the above activities, students should wear rubberized aprons and plastic goggles for safety. The room should be well lighted and well ventilated.

Comments or questions (use back of page if needed)

APPENDIX A
Strategy 3.4.2

Name ______________________________

SYNTHETIC FIBERS CHARACTERISTICS

Directions: Using fabric swatches which illustrate the fibers listed below, record characteristics such as weight, texture, and wrinkling properties in the space provided. For example this can be done by pulling on the fabric, touching it, or smelling it.

Fiber	Characteristics
Acetate	
Rayon	
Nylon	
Polyester	
Glass	

APPENDIX A
Strategy 3.4.2

Name ______________________________

Fiber	Characteristics
Acrylic	
Modacrylic	
Triacetate	

APPENDIX A
Strategy 3.7.3, 3.13.2

Name ______________________

EVALUATION SHEET FOR LINING IN DRAPERIES

Directions: Evaluate your partner's work according to the list of points given below. Record points and comments in the appropriate column.

	# Points Possible	# Points Given	Comments
1. Has the fabric been straightened so that the lengthwise and crosswise threads are at right angles?	20		
2. Are the corners mitered so that unnecessary bulk has been eliminated?	15		
3. Have adequate hem allowances been turned under on the lining to give a finished appearance to the lining.	15		
4. Is the bottom hem of the lining at least 3 inches deep?	15		
5. Has the lining been loosely attached to the center of the drapery fabric to anchor the lining to the drapery?	15		
6. Has the lining been slip-stitched to the drapery so that it hangs straight and all edges are accurately spaced from the edge of the drapery?	20		

Name________________________

STITCHES USED IN DRAPERY CONSTRUCTION

Directions: Listed below are descriptions of various stitches which will be used in hand and machine drapery construction. Read each description carefully and use it as information when you complete actual work as assigned by your supervisor.

Basting--temporary stitches used to join two or more layers of fabric

Hand stitches:

a. Running--a simple progressive stitch made by weaving the needle in and out of the material at regularly spaced intervals

b. Back--a strong stitch resembling machine stitching. A plain stitch is taken, then the needle is inserted into the fabric in back of the stitch and brought out ahead of the stitch.

c. Gathering--a plain running stitch with thread drawn tight to pull fabric into tiny folds

d. Hemming--a straight or slanted stitch used to hold flat turned edge of the fabric

e. Slip--a simple running stitch used to hold two folds of fabric together or to hold one fold against a flat area; woven along the fold and should be invisible

f. Overcast--a looping stitch made over one or two pieces of material to bind off raw edges

Stay--reinforcement of a stretchy area or section of gathers

Tailor tack--marking from the pattern to fabric. Take a stitch through 2 layers of fabric but do not pull the thread tight. Take another stitch so that the thread forms a loop which is about 1 1/2 inches long. When the pattern is removed the 2 layers of fabric are gently separated and the loop of thread is clipped so that the tufts of thread mark the point.

Tack--a fold in the fabric where the stitch is parallel to the fold

Machine stitches:

a. Chain--formed of a single stitch

b. Lock--requires a 2nd thread and one from below (bobbin)

c. Overedge--over and around edge of the fabric (decorative)

Name________________________

Machine stitches (continued):

d. Flat seam--knitted materials and requires 3 threads
    1. needle
    2. bobbin
    3. cover

Name ______________________

FIELD TRIP DISCUSSION GUIDE

Directions: Read each question thoroughly and then answer in the space provided.

1. How many different examples can you list that illustrated period rooms? Does the window treatment become a part of making the room seem to fit a particular period? Are there those period rooms that are done poorly in your opinion? What would you do to improve them?

2. Can you identify rooms in which a definite theme was used? Is it important that the window treatment fit into the theme of the room? Why or why not?

Name ______________________

3. In your opinion, which rooms were more vivid as far as utilizing the window treatment as a center of interest? Why did these particular window treatments catch your eye?

4. Explain how the window treatments minimized or maximized the size of the room.

Name ______________________________

MEETING CUSTOMER'S NEEDS

Directions: Use the following factors as guidelines for choosing the appropriate window treatment for a customer.

1. privacy
2. light admission
3. ventilation
4. monies available (expense)
5. visual communication
6. insulation
7. noise absorption

Using the above information, answer the following questions in the space provided.

1. Mary Jones lives in a condominium. Her kitchen contains a bay window. She is very concerned about her privacy and is seeking help in selecting the proper window treatment. What would you suggest she do? Why?

2. Jennifer's bedroom is located on the second floor in the northwest corner of her parents house. She has a reading room as part of the bedroom which contains 4 small windows side by side. She has chosen shutters as the window treatment. She feels this is the best way to control light being admitted into the room. Do you agree with her? Why or why not? (You may use the back of this sheet for your answer if you need the space.)

Name ____________________________

3. Describe to the customer who wants to have window walls throughout his entire house, the importance of ventilation.

4. Margie and Tom are getting ready to remodel their den for a nursery. There is only 1 window in the room and they would like incorporate it into some type of central theme so that it will actually be part of the room. What kine of advice would you offer this young couple?

5. You are a consultant for Sibley Drapery Shop which specializes in custom made draperies. A customer has just been assigned to you who wants draperies made for the patio window in the family room. She is limited to $150.00 but wants quality draperies to go along with the Spanish decor of the room. What can you do in this situation?

Name ______________________________

6. Explain to your customer how to provide good insulation by using a window treatment.

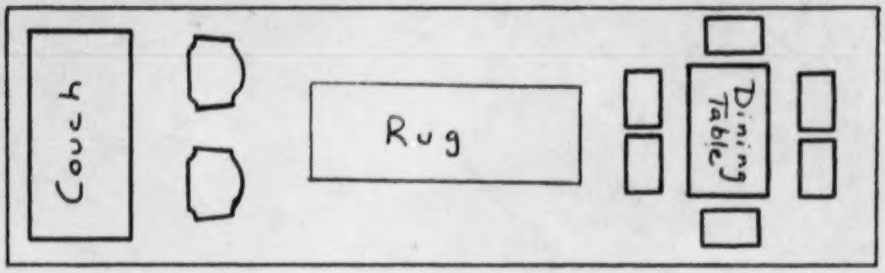
7. What type of window treatment would be best suited for noise absorption if you were dealing with a customer who owned a Spanish styled ranch house?

Name ______________________________

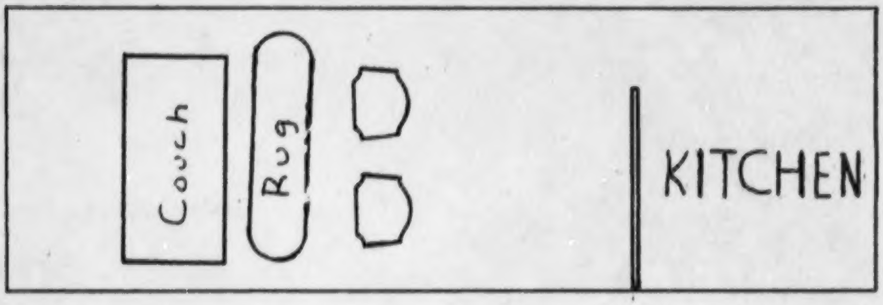
FLOOR PLAN PLACEMENT

Directions: Place the appropriate window coverings on the floor plan to provide for the functions listed in each item.

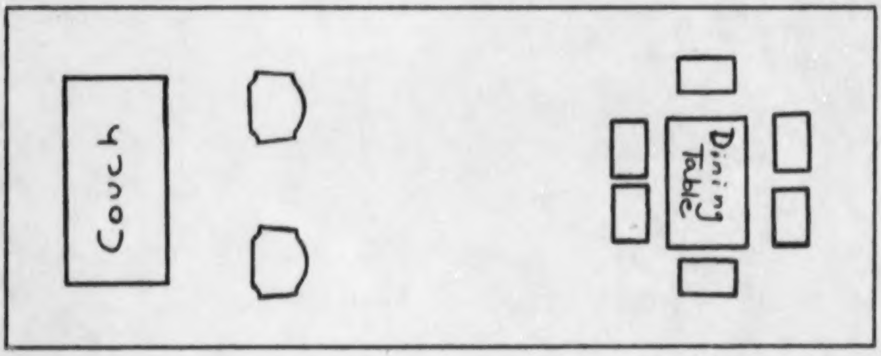
A. Place the window within this plan to emphasize the center of interest.


Couch
Rug
Dining Table

B. Place the window within this plan to make room appear larger.


Couch
Rug
KITCHEN

C. Place the window within this plan to make the room appear smaller.


Couch
Dining Table

Name ______________________________

FLOOR PLAN ASSESSMENT

Directions: Evaluate each floor plan according to the guidelines given below. Record points and list your comments in the appropriate column.

Guidelines	# Points Possible	# Points Given	Comments
1. Neatness	10		
2. Creativity	10		
3. Sale potential	10		
4. Ease of installation	10		
5. Cost comparisons	10		
6. Accomplish desired goal	25		

Name ______________________________

CORNICES AND SWAGS: CONSTRUCTION FACTORS

Directions: Follow the procedures outlined for you below in constructing cornices and swags. At the end of the procedure you are to construct a cornice or a swag, not both. Your work will then be evaluated by your classmates on the sheets provided for them.

Cornices and swags are both window treatments which serve the function of decoration for the purpose of camouflaging hardware and the heading of the drapery. Either may be constructed of wood, metal or fabric and extend down 3 inches over the heading and hardware.

Steps to be taken for construction.

1. Decide what type would be best suited for particular decor of a room.
2. Consider expense.
3. Employ creativity but remember budget.
4. Construct
    - A. measure area
    - B. purchase adequate supply of wood, metal and/or fabric
    - C. cut materials, if necessary
    - D. mark all materials
    - E. assemble using process appropriate to your specific project. Usually these processes include:
        - (1) gluing
        - (2) stapling
        - (3) machine stitching
        - (4) hand stitching
        - (5) nailing and tacking
5. Install cornice or swag.

APPENDIX A
Strategy 5.2.3

Name of Learner Constructing Cornice or Swag ____________________

Evaluators Name ______________________________________

EVALUATION SHEET FOR CORNICES AND SWAGS

Directions: In evaluation of your classmate's finished product, check for the following items listed below. Record points and comments in the appropriate column. Identify which treatment you are evaluating by placing a C or S by your name. (C=cornice; S=swag)

Guidelines	# Points Possible	# Points Given	Comments
1. Neatness	10		
2. Meeting the requirements of the assignment	15		
3. Creativity	10		
4. Appropriate treatments as to function	15		

Name ____________________

PRINCIPLES OF SALESMANSHIP

Directions: In the space provided illustrate examples of each principle listed. Describe procedures to follow which would help one in this job to carry out each principle.

A. Physical appearance

1. Maintain proper care of the body

2. Keep clothing neat and attractive

3. Select appropriate clothing

B. Rapport with fellow workers

1. Social---ability to get along with others

2. Conversational qualities---ability to converse

3. Behavior which is acceptable to those around you

C. Rapport with customer

1. Conduct yourself in a businesslike manner

2. Possess artistic knowledge

   a. recommend color and fabric

Name ____________________________

b. prepare samples of materials

c. recommend accessories

d. provide sketches

e. give expert advice

3. Social---ability to get along with others

4. Make decisions based on previous knowledge

5. Knowledge of the product

6. Enthusiasm---the customer will see that you are proud of your work or what you have to show him

7. Maintain honesty at all times.

8. Alert yourself of the expense involved for the customer and take into consideration how you could help them somewhat if there is a problem of monies available.

APPENDIX A
Strategy 6.1.3

WHAT TO SAY OR NOT TO SAY

Directions: Practice the situations below and then supplement these examples with those of your own. Categorize each example as to a correct or incorrect response to the situation.

CORRECT	INCORRECT
"Mr. Miller this is Harry Homes, he is the manager of the store and will be showing you around. Any questions that you might have should be directed to him."	"Hi, Mr. Miller. This is Harry. He is the manager here. He'll show you around, and questions are on the house. If he cannot answer them someone surely can."
"John Davidson, I am Jewell Aumann. I am here because I understand that you have a window treatment problem in your living room. I will try to give you advice which would help to answer that problem and would produce the best treatment to fit the situation."	"John I am Jewell Aumann. I want to see your living room, and then I will tell you what you can do with it. The cost is gonna to be high but that is the way it goes."
"Hey Peter you should have gone with me to the Martin's home. It really needs a lot done and I could sure use your help. I trust your judgment."	"Hey Pete you should see the Martin's place. What a dump and boy does it need help. Anything you suggest ole boy I would surely take into consideration because anything would be better than what it is looking like now."

Your suggestions are to be placed here:

APPENDIX A
Strategy 6.2.4

EMPLOYEE-CUSTOMER RELATIONSHIPS

Directions: Use the following examples as guidelines in practicing behavioral courtesties. Space is located for your own suggestions in #4.

1. Introduce Mr. Miller to Mr. Henry by saying:
   "Mr. Miller this is Mr. Henry who is the manager of the retailing department. He will be glad to assist you in any way he can." (Always remember to introduce the youngest person to the oldest, that way you are establishing respect for the elder member.)

2. Never discuss business matters away from the office.

3. Always talk in a positive manner about your boss and your perspective job.

4. List some of your own suggestions here:

APPENDIX B
Strategy 1.2.3

PROBLEMS OF WINDOW TREATMENTS

Directions: With the pictures collected, have the learners adjust their samples to meet the needs of the following situations. (There are just a few suggestions here to aid you in discussion; you may want to add some yourself).

1. There is only 1 window in a living room. What possible ways could this be handled?

2. This room contains 3 window walls. How can you use window treatments to enhance the beauty of this room?

3. A bedroom has 4 tiny windows, side by side, what would a consultant suggest to help bring out their quality as well as use them to decorate the room?

4. This nursery only has a ceiling window located to the right of the baby bed, how can this be used to centralize the theme of this room?

5.

6.

7.

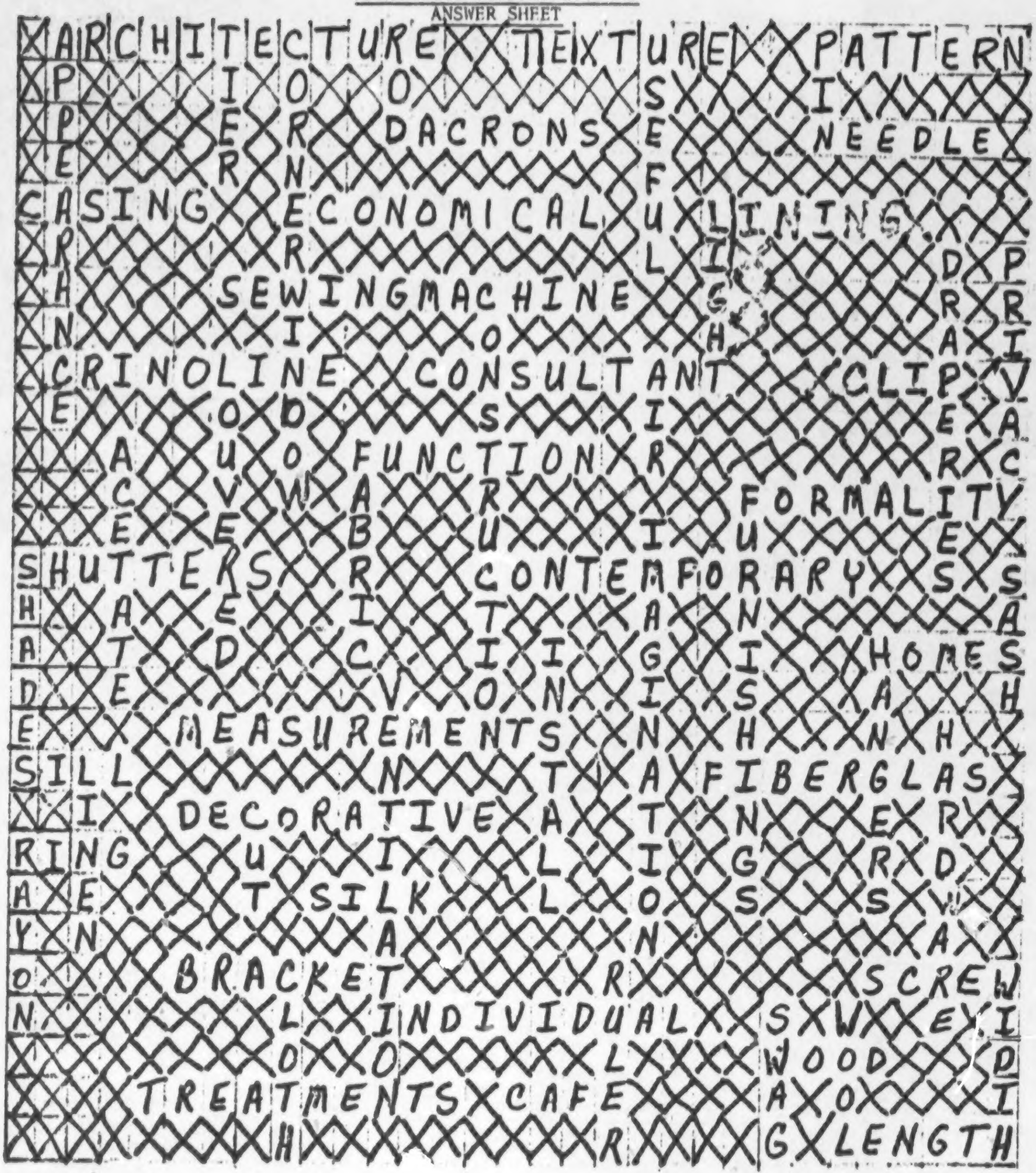
8.

9.

10.

ANACROSTIC GUIDELINES: #2

ANSWER SHEET


ARCHITECTURE TEXTURE PATTERN
P I O O S I
P E R DACRONS E NEEDLE
E R N F
CASING ECONOMICAL U LINING
R R L I D P
A SEWINGMACHINE G R R
N I O H A I
CRINOLINE CONSULTANT CLIP V
E O D S I E A
A U O FUNCTION R R C
C V W A R FORMALITY
E E B U I U E
SHUTTERS R CONTEMPORARY S S
H A E I T A N A
A T D C I I G I HOMES
D E V O N I S A H
E MEASUREMENTS N H N H
SILL N T A FIBERGLAS
I DECORATIVE A T N E R
RING U I L I G R D
A E T SILK L O S S
Y N A N A
O BRACKET R SCREW
N L INDIVIDUAL S W E I
O O L WOOD D
TREATMENTS CAFE A O I
H R G LENGTH

APPENDIX B
Strategy 1.3.4

GUIDE TO DISCUSSION FOR WINDOW TREATMENT ANALYSIS

Directions: Use the following questions as an aid in class discussion.

1. Would it be possible for you to duplicate these window treatments?
2. Which of these window treatments would appear to cost less money? Why?
3. Are these window treatments compatible with the decor?
4. Do these window treatments fulfill their functions?
5. How many types of windows can you describe?
6. Are these window treatments likely to be found in most homes? Why or why not?
7. Do any of your homes contain any of these window treatments?
8. Would you recommend these window treatments to others? Why or why not?

COMPUTATION ANSWER SHEET FOR FABRIC ESTIMATION PROBLEM

Step 1.

144 inches width of area to be draped
+ 18 inches for seam allowances
162 inches x 2 for 100% fullness

324 inches is the total width needed.

Step 2.

The fabric is 48 inches wide. Divide the width of fabric into the total inches needed for the area to be draped obtained in Step 1.

$$\begin{array}{r} 6.75 \\ 48\overline{)324.00} \end{array}$$

(Round off answer to decide that 7 widths are needed.)

Step 3.

Obtain desired length of draperies.
96 inch es desired finished length
+ 13 inches hem allowances
109 inches

Step 4.

Multiply the number of widths of fabric times the number of inches required for the length.

7 widths x 109 inches = 763 inches of fabric required.

Step 5.

Convert the number of inches of fabric required to yards by dividing by 36.

$$\begin{array}{r} 21.19 \\ 36\overline{)763.00} \end{array}$$

(Round off answer to decide that 21 1/2 or 22 yards of fabric are needed to drape an area 144 inches by 96 inches.)

APPENDIX B
Strategy 1.5.3

Step 1.

36 inches width of area to be draped
+ 18 inches for seam allowances
54 inches x 2 for 100% fullness

108 inches is the total width needed.

Step 2.

The fabric is 48 inches wide. Divide the width of fabric into the total width needed as obtained in Step 1.

$$\begin{array}{r} 2.25 \\ 48\overline{)108.00} \end{array}$$

(Round off answer to decide that 3 widths are needed.)

Step 3.

Obtain desired length of draperies.
72 inches is the desired finished
13 inches hem allowances length
85 inches

Step 4.

Add pattern repeat allowance.
85
+ 19
104 inches

Step 5.

Multiply the number of widths of fabric times the number of inches required for the length.

3 widths x 104 inches = 312 inches of fabric

Step 6.

Convert the number of inches of fabric required to yards by dividing by 36.

$$\begin{array}{r} 8.67 \\ 36\overline{)312.00} \end{array}$$

(Round off answer to decide that 9 yards of fabric are needed to drape an area 36 inches by 96 inches.)

EQUIPAMID

Directions: Below are listed materials you will need to construct this game.

1. Colored construction paper

2. Pictures of equipment--either from magazines or ones that can be secured from drapery shops (Home decorating magazines might be very helpful)

3. Paper for the monitor to score points upon or even big pieces of cardboard so that the audience will be able to see the progression of the game

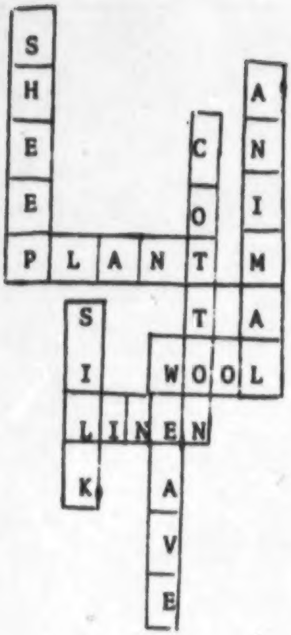
APPENDIX B
Strategy 2.2.2

SAFETY PROCEDURES

Directions: Read the following list of precautions to be taken while on the job and discuss it with the class.

1. HAVE FULL CONCENTRATION UPON YOUR WORK.
2. KEEP EQUIPMENT IN PROPER WORKING CONDITION.
3. REPORT ALL ACCIDENTS WHETHER MINOR OR MAJOR.
4. REFRAIN FROM PLACING SHARP OBJECTS ON OR NEAR YOUR WORK.
5. PLACE NEEDLES OR PINS IN THEIR PROPER PLACE, NEVER IN YOUR MOUTH.
6. REPLACE BURNED OUT BULBS PROMPTLY AND PROPERLY.
7. OBSERVE RULES ISSUED BY THE MANUFACTURERS OF THE EQUIPMENT YOU ARE USING IN REGARD TO OPERATION AND SAFETY OF THE MACHINE.
8. STORE ALL SUPPLIES AND EQUIPMENT AS CLOSE TO THE AREA YOU ARE WORKING IN AS POSSIBLE.
9. DRESS APPROPRIATELY. (HAVE COMFORTABLE CLOTHES AND SHOES AS WELL AS CLOTHES THAT WILL NOT INTERFERE WITH YOUR WORK.)
10. MAINTAIN PROPER POSTURE HABITS AND YOU WILL LESSEN FATIGUE.

ANACROSTIC GUIDELINE ANSWER SHEET (PUZZLE)


SHEEP
PLANT
COTTON
ANIMAL
WOOL
SILK
LINEN
WEAVE